AMERICAN ANNALS

OF

The Deaf

ORGAN OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, AND THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF

EDITED BY

IRVING S. FUSFELD

UNDER THE DIRECTION OF

PERCIVAL HALL, OF THE DISTRICT OF COLUMBIA; FRANK M. DRIGGS, OF UTAH; HERBERT E. DAY, OF MISSOURI; MADISON J. LEE, OF KENTUCKY; AND J. W. BLATTNER, OF OKLAHOMA.

EXECUTIVE COMMITTEE OF THE CONFERENCE

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REPORT OF THE EXECUTIVE COMMITTEE OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF

Since the last report of the Executive Committee in the ANNALS for January 1932, the Executive Committee and the Certification Committee of the Conference have been unusually active. Over 250 applications for teachers' certificates have been received by Professor Fusfeld. These are being carefully studied and many have been finally passed upon by the Certification Committee. A total of one hundred and fifty certificates has been granted. The plan of certification seems to have been very acceptable to the teachers of the country. It has the outstanding advantages of certification for deaf teachers and vocational and special teachers as well as for academic teachers. The Committee hopes that all teachers eligible will apply for certification by the Conference as the body representing the controlling authority in our schools.

The Committee on Certification has also carried out the examination of seven more training centers. The normal department of Gallaudet College has already been approved. The training work at the following schools has been approved after visits and careful examination during the last part of the past school year: Lexington Avenue, New Jersey, Maryland, Western Pennsylvania, North Carolina and Central Institute. The work at the West Virginia School was also examined and found satisfactory, with the exception that in the past some candidates not having at least two years of college or normal school work have been accepted. The work of this school has been approved, subject to the admission of candidates with the minimum educational requirements set forth at the Frederick meeting which the superintendent has assured the Committee will be done. The Certification Committee is making plans for the examination of other training centers during the coming school year, and will appreciate invitations to do this work.

The work of publishing the AMERICAN ANNALS OF THE DEAF has proceeded successfully under the editorship of Professor Irving S. Fusfeld. The finances of the ANNALS in particular and of the Conference in general are in a satisfactory condition, with assets of approximately $6,000 on July 1st. A steady and healthy growth in the subscription list has been noted. Thanks are extended to the heads of schools in the United States and Canada who have carried out their agreement for support of the ANNALS, and all schools which are not yet doing their part are urged to complete their subscriptions.

The Conference of Executives of American Schools for the Deaf now has 57 active members out of a total of 93 heads of schools for the deaf eligible in the United States and Canada. A fee of $5.00 entitles a school head to represent his institution in the Conference. It is hoped that the membership list will be completed at an early date, certainly in advance of the next meeting of the Conference.

In accordance with the vote of the Conference at a special meeting at Winnipeg, a regular meeting will be held at the School for the Deaf, Trenton, N.J., during the summer of 1933, on the invitation of Superintendent Alvin E. Pope. The Conference will then for the first time meet as an incorporated body with a definite membership and definite aims, funds on hand for carrying out some of these aims, a definite plan for teacher certification, an active committee on the certification of training centers at work on this important aspect of our activities, and the right to go to the public as an organized body for aid in solving the many problems connected with the education and welfare of the deaf. We look forward with confidence to the leadership of the Conference of Executives in the future as the principal authority and agency for advancement in our chosen field.

A definite call will be made for a meeting of the Conference as soon as the dates have been agreed upon by Superintendent Pope and the Executive Committee. In the meanwhile suggestions from heads of schools as to a short and pertinent program will be welcomed by the Chairman.

PERCIVAL HALL,
Chairman, Executive Committee.

REPORT ON CERTIFICATION OF TEACHERS

The summer months provided continuing evidence that the Conference Plan of Certification is taking firm hold. During that period 51 additional applications, as well as numerous requests for information, were received by the secretary of the Executive Committee.

Satisfactory progress can be reported on the actual work of certification. The applications have been accompanied by a great mass of detailed information attesting to an exceedingly rich background of experience in the academic, vocational and special fields on the part of the teachers applying. As the Certification Committee demands a very careful scrutiny of the merits of each case, and as the verification of the great multiplicity of facts submitted requires time and effort, undue haste in dealing with the matter should not be expected. Assurance can be offered, however, that it is being given the utmost expedition possible.

Acknowledgment is here made of the splendid cooperation received from those whom it was necessary to write in order to substantiate the statements submitted by those applying for certificates; the response has been most cordial.

The names of those who have applied for certificates since the last list was published in the May ANNALS follows:

Ackley, Marcia, Reinhardt School
Baker, Annelle C., Michigan School
Blankenship, Ota C., Nebraska School
Blattner, Dell, Kendall School
Brooks, George A., Texas School
Burke, Nora A., St. Joseph's Institute, N.Y.
Caperton, Ama B., Texas School
Cason, Mary D., Maryland School
Chambers, William H., Tennessee School
Cohen, Abram, Rhode Island School
Davidson, Marie P., Missouri School
Davis, Grace L., Illinois School
Davis, Lettie W., Texas School
Davis, William M., Texas School
Falk, Charles J., Mississippi School
Forsythe, Kathrin B., New York Institution.

Conference of Executives of American Schools for the Deaf Incorporated

Class A Teacher's Certificate

Academic

This is to Certify that *Thomas Francis Fox*, having met the requirements prescribed by the Conference of Executives of American Schools for the Deaf, is hereby granted this Certificate.

Given under the Seal of the Corporation
this *first* day of *July*, 1932

Percival Hall
CHAIRMAN EXECUTIVE COMMITTEE

J. W. Blattner
PRESIDENT

Thos. S. McAloney
CHAIRMAN COMMITTEE ON TEACHER CERTIFICATION

[FACSIMILE OF CERTIFICATE]

Gaiennie, Gervais, Louisiana School
Gaiennie, Lillian, Louisiana School
Glenn, Sallie, Kansas School
Grow, William H., Florida School
Guthrie, Sara B., Fulton, Missouri
Hancock, Sudie, Texas School
Hughes, Elizabeth B., Illinois School
Hughes, Peter T., Missouri School
Iles, Edmisten W., New York Institution
Johnson, William A., Illinois School
Kelly, Lois T., Missouri School
Kepler, M. Adele, Illinois School
Kirby, John P., St. Joseph's Institute, N.Y.
Larson, Nelle R., Illinois School
Long, Littleton A., North Dakota School
Marino, Marie C., American School
Markley, Edwin A., New Jersey School
Martin, Esther K., California School
McElroy, Lucy Lee, Iowa School
Molohon, Ruby, Colorado School
Moore, Ruby M., Louisiana School
Myers, Doris M., Western Pennsylvania School
Peck, Grace E., New York Institution
Reid, Josephine A., Missouri School
Reid, William C., Missouri School
Renner, William A., New York Institution
Schoneman, Frederick W., Illinois School
Siddall, Frank L., New Jersey School
Smith, Frank B., Gallaudet College
Sullivan, Andrew J., Mississippi School
Sullivan, James A., American School
Treuke, Lily Mokko, Nebraska School
Webb, Jane O., Texas School
Wedein, August, Illinois School
Younger, Lillie P., Texas School

THE PARAMOUNT PROBLEM

There has been a considerable amount of bombast in recent issues of school papers and other publications related to "our work." It seems that several writers have at last found the "salvation for the deaf in industrial training." They have found that trades training is a panacea for all of our ills. Some time ago they went so far as to announce that the "battle of the century is now at hand." They fired the shot, 'twas heard 'round the world, but with an effect that must be dissatisfying to these "would-be warriors." No one seems to want to fight; there has been little or no response to this verbal bombardment. This very lack of response indicates one of two things: Either no problem exists, or the problem is apparent, is recognized as such, and has existed for some time. Since there has been no return fire of either heavy or light artillery, perhaps a few "flares" would not be amiss.

This problem does not date from either the Ohio Convention or from the memorable address which Professor Paterson delivered at the Faribault Convention in 1929. The problem of trades training versus theoretical learning has existed for ages. It exists now among primitive peoples, it exists in the general field of education, and it exists in the special field of the education of the deaf. The only people who ever developed into a purely industrial nation perished and left but little to posterity—the Phoenicians. Skilled artisans, inventors of the phonetic alphabet, they were unable to cope with changing circumstances and disappeared from the face of the earth. An old proverb teaches us that that which is true of nations is also true of individuals.

Writers have often referred to the well-equipped "trade schools" in the large city, but they see only the physical plant. They seem to have neglected the curricula of these schools. They make no mention of the fact that every one of these fine schools has found industrial training in itself inadequate, and that each year they are giving more time to the academic. The pendulum took a wide swing. It is slowly but surely coming to rest at a median point—trade schools are giving more time to the academic; purely academic schools are giving more time to industrial training.

All leading educators agree that a pupil's time in school is far too short to prepare him for life, and that at best, trade schools can be nothing more or less than prevocational schools.

Henry Ford, a very practical man, has found that purely trade schools are not feasible. According to a letter the writer received some two years ago, his school in the east is not a trade school, but merely a school for homeless boys where trades are taught as part of the regular school work. His school in Michigan is an apprentice shop; applicants are admitted as apprentices, not as students, and even then they must meet certain educational requirements before they are admitted.

The problem then is not a problem of ejection of one form of education and the consequent injection of another form, nor is it primarily a problem of time allotment, but rather a problem of unification and application. We must decide how academic activity can be applied to industrial arts, how industrial arts can be applied to academic activity. Unification, although essential for maximum efficiency, presents a difficult problem. "Thought (on this subject) like the streams on the Continental Divide cannot merge but flows in opposite directions." Skilful executives and broad-minded men within the ranks—not warriors—will have to exert every effort to bring these waters into one channel.

Commercial and industrial teachers are wont to criticize the teacher of the "non-essentials." They say that these teachers discipline the boys and girls, and make them learn certain words, phrases, and laws in much the same manner that parrots learn to mimic. This, of course, is true in some cases; therefore, the criticism is warranted to a certain extent. These critics must not, however, fail to see their own errors. They speak of efficiency, method, system, results. They are intolerant of mistakes, and in their attempt to create a skilled mechanic out of a child, they may create an automaton. This mechanical being may do his job skilfully as long as the job exists; when the job is gone, he is lost. Neither the trades teacher nor the academic teacher takes into consideration the immaturity of the child. It is here

contended that the mistake of the one is equal and comparable to the error of the other, that the unification of the two branches into one school with better teachers, and better use of our limited time is the problem at hand, not warfare.

The great purpose of education, then, should not be to teach a trade nor to teach history, but rather to teach boys and girls. The purpose of the elementary school is not only to prepare the child for later life, but to help the child live more fully in the immediate present; to help him do better those things in which he is interested and in which he normally engages; to help him recognize a situation and the importance of acting so as to adjust himself better to that situation. Artificial situations are not conducive to natural execution. Whether that situation is introduced into the civics class or whether it is introduced into the printing class makes little or no difference. The only motive for real learning for a youth, hearing or deaf, is "a real need in the present."

Adult life consists of a great variety of social and industrial activities. It is obvious that some studies taught are not best, and that those which function least in adult life may be taken from the school curricula. Recent surveys made by The American Telephone and Telegraph company, by Cornell University, and by the State University of Wisconsin show that "general efficiency in youth leads to general efficiency in later life." The pupil who is efficient in class work, the pupil who is efficient in extra-curricula activity, and the pupil who is efficient in the "shop" have equal chances of efficiency and success in adult life. The conclusions drawn from these surveys tend to show that generalization not specialization should be our aim in teaching. If this is true, it certainly follows that all three of these phases of education of the deaf are important, and that the curtailment or elimination of any one of them would take something vitally essential out of the life of the pupil, thereby decreasing his chances of success in adult life.

It is readily admitted that we must study not merely academic problems, but others also. The demand of the pupil

will be for the concrete and practical. These real experiences and actual situations exist in the English class, in the class in baking, and on the playground. I should say that in the average school for the deaf the outside activities of the boys and girls are most neglected, and that this is a more serious and immediate problem than the one raised.

This paper would be incomplete without some mention of individual differences. As there is no average boy or girl, emphasis must be placed on standards. The standard should be the individual's best, not the average of the group. Again both the academic and industrial departments of the average school have failed. A child is allowed a certain amount of freedom, which is usually the acceptance of the lesser of two evils, and he is graded upon an adult's standard rather than upon his own ability and appreciation of the situation at hand. Although individual differences are talked about, little or nothing is done to remedy the situation. A pupil is "smart or dumb" to the degree in which he meets the geography teacher's standard; he is "skilled or unskilled" according to the standard set by the teacher of manual training; he is a "weakling, sissy or a fine athlete" as shown by his prowess in athletics. No consideration is given to his ability in any of these various fields. The weak and needy are outcasts in every case.

In Conclusion

That which contributes less must yield to that which contributes more in the equipment of children for their work and play activities. Children, not carpentry or science, should be taught. Trade schools no longer exist as "purely" trade schools. It has been found that industrial training should supplement academic work, not replace it. The so-called humble trades, such as baking, barbering, shoe-repairing, are more stable and provide a better yearly income than do many trades which carry more prestige and a greater (temporary) salary. General education is recognized as superior to specific or specialized education (in the elementary school). The ability of the graduates of a school

to adjust themselves to social and industrial activities is the real test of the efficiency of the school. The graduates of our schools for the deaf have suffered less during the present depression than have graduates from public high schools, trade schools, and apprentice shops; consequently, although there is room for great improvement in our schools as they now exist, they have not failed to meet in part their obligations. That is all any school can do, "Whoever thinks a faultless piece to see, thinks what ne'er was, nor is nor e'er shall be . . . ."

There is no war; there should be no war. The machinery of war leads to destruction not to construction. The only war which should be waged, should be the struggle of individuals to unify all branches of their school, and thereby make it a greater force in the education of the deaf. The open-mindedness of men who hold the editorial reigns of our publications has been a great help; the open-mindedness of school executives and teachers is absolutely essential if we are ever to approximate "unification" within any or all of our separate schools.

ROBERT D. MORROW,
Superintendent of the Arizona School,
Tucson, Arizona

INSTITUTION LIFE—ITS INFUENCE ON THE PERSONALITY[1]

Most deaf people have very little actual understanding of the conditions surrounding them. Their environment is made to order, and they adapt themselves to it as well as their individual peculiarities allow. That there should be misfits must be expected. These misfits have attracted the attention of science and the deaf have become the subject of valuable investigations. Few deaf people realize the total value of these investigations, and notice them only when they interfere with their freedom of action.

One result of this scientific work has been to show that

[1] An essay read at the Commencement Exercises of Gallaudet College, June 7, 1932.

there is such a thing as "a deaf mind." This term is used to indicate certain discrepancies in the thought-life and behavior of the deaf. There are many influences that may help to produce "a deaf mind." One of the most important of these is "Institution Life." Although other influences play a large part in determining how each person will respond to the multiplicity of stimuli comprising his environment, it is life in the institution that is the most telling factor in molding his personality.

The environment of the institution is very different from any known to normal people. Let us see what a few effects of this environment are. Some are good, others not so good. Let us try to give consideration to both sides.

Institution life impresses deaf children with the idea that they are living in a different world from that of normal people. They have little opportunity for contact with hearing persons, and they feel that they are an isolated group. There grows up in them a preference for the companionship of other deaf people. This preference is strengthened by their conspicuous method of communication.

In an institution, life must necessarily be arranged for the convenience of the group rather than of the individual. This has some harmful consequences. The individual is suppressed. Originality, independence, and initiative may be affected. However, group life also has its advantages. It trains in cooperation and organization, and teaches each individual to work for the community. It may not produce leaders, but it does make good followers.

It is often stated that the deaf are dependent on others and always expect things to be made easy for them. We must not overlook the influence of institution life in producing this lack of self-reliance. In the institution the child's every action is carefully guided and supervised. While this preserves order and routine, it is detrimental to the development of character. It leads the child to depend upon others for directions and assistance instead of to undertake tasks on his own initiative and to finish them successfully.

Institution life often causes the growth of intense feel-

ings of inferiority. These feelings may start in the home, where the child first realizes that he is different from his hearing brothers and sisters, but they increase after he enters the institution. Often they are shown mainly in his relationship with hearing persons, among whom he feels that he is an intruder. He does not feel at ease with them, and does not know how to talk, work, or play with them. The attitude of teachers and supervisors may augment these feelings. "Hearing persons never do those things," they often say. Thus it is impressed on deaf children that whatever a hearing person does or says must be correct.

The deaf are especially awkward in social life among hearing people. If deaf children did not spend so large a part of their lives in institutions, the responsibility for this might be placed with the home. But it seems evident that it results largely from institutional environment. Insufficient attention is given to the social training of the deaf. They are embarrassed and self-conscious among others; they do not know how to amuse themselves or to entertain, and they lack poise. This is to be regretted, for it makes it very difficult for them to adapt themselves to their environment, to succeed in their work, to make friends, and to be happy.

In the institution, teachers and supervisors must fill the place of the child's parents. Just as, in the home, the character and behavior of the parents determine that of the children, so teachers and supervisors influence the children in an institution. A teacher must be more than just a teacher. He must be also friend, playmate, and adviser. Supervisors, who are with the children most of the time, must be able to nourish them spiritually, mentally, and physically.

Play is one of the most important factors in the development of children. There is not sufficient opportunity for the right kind of play in the institution. True, each institution has play periods and playgrounds. But there are different kinds of play. The play provided for in the institution is usually mechanical and limited. The children are allowed to play only for an hour or two, and then they are told to

do something else. In the home, children usually have opportunity for free and unlimited play.

Aside from regular gymnasium classes, the children's play often receives very little attention. The main concern of many teachers and supervisors is that their own occupation may not be interfered with. In the winter the children are crowded into playrooms where they must amuse themselves as best they can with no knowledge of the most common games. They have no pets, and few, if any, toys.

However, in spite of these adverse influences, it is generally agreed that the institution method is the best yet devised for the education of deaf children. Let us now take a brief look at a few favorable influences of this environment.

Institution life leads to the formation of regular habits. The children get up and go to bed, and have their meals regularly. All work of the institution is done by schedule, thus teaching them to make the most of their time. If this valuable aspect of institution life were coupled with a development of initiative, there would be little doubt of the superiority of the institution over the homes of many deaf children.

The homes of deaf children often do not offer favorable surroundings. The parents may be unable to train them properly, to give them outdoor exercise, to feed and dress them, or to provide the proper medical attention. In such cases, the institution is the best place for them.

In the institution the deaf child is often removed from the influence of mistaken kindness on the part of his parents, who strive to make up for his deafness by catering to his wishes. He is taught to be obedient and to respect the rights of others. Often he is transformed from an undisciplined and ill-mannered child to a polite and cultured individual.

In the institution the child finds himself among children who are also handicapped. He is able to join them on equal terms. He can take part in games, and enjoy lectures, sermons, and programs. His association with his teachers, su-

pervisors, and playmates, all of whom speak to him in his own language, serves as a stimulus to intellectual enjoyment and improvement.

An important source for the development of a well-rounded personality is the managing and staging of programs. Every institution has organizations for its boys and girls, and programs are given weekly. By properly utilizing these programs, the pupils may be taught poise, self-control, and assisted in developing ability for leadership.

The superintendents have a difficult task before them—that of so managing their schools that they may satisfy all demands with the limited financial means at their disposal, and yet not neglect any side of the education of the children. They must meet and combat the lack of trained teachers and supervisors. Yet, in spite of these difficulties, improvements are being made, and efforts are under way to eliminate as many as possible of the influences that may help to produce "a deaf mind," and to gain for the deaf a more normal place in the world of hearing people.

GENEVA FLORENCE,
6315 Lindsley Avenue,
Dallas, Texas.

AN EPIDEMIC

The health of the child and of the adult means much in the normal functioning of an educational institution. That an epidemic is always serious is never disputed, but often it is just another epidemic, and the rapid succession of events soon leaves it far behind us. It is well to sit down with a pencil and make an estimate of the havoc played. Our school is an educational institution of three hundred and fifty children and about thirty teachers in residence, and thirty-two living out. There are about fifty-four other adults who play a part in the functioning of the institution.

A grippe epidemic in the spring of 1932 had its beginning in a few isolated cases but it gained momentum. Thirty-seven children were stricken on the third day and

they were added to the fifty that were already ill. Such a rapid spread of the infection was ascribed to a virulent type of streptococci determined by taking nose and throat cultures. There were such complications as pneumonia and ear trouble, heart conditions and kidney disturbances, and of course, there is always the possibility of future conditions arising as an aftermath of such a disease.

Two hundred and fourteen of our children were ill. This did not include those admitted a second and third time because of relapses or complications. Those ill spent 1,415 days in bed, or an average of more than six days per child.

An additional force of nine graduate nurses gave a total of one hundred and twenty days of service at a cost of $750.00. Two volunteer workers spent more than twenty-four days with the ill, and another gave several days of her time. Three maids helped with the food and cleaning while others replaced the ill employees; all this help at a cost of $369.00. Many of the emergency staff contracted the disease making it necessary to change the personnel several times.

During this time one of the children contracted scarlet fever, and for over a week we lived in fear of a scarlet fever epidemic, but fortunately the case was detected before any contacts were made.

Twenty individuals among the institution help spent one hundred and twenty days in bed or on the average of six days per person. Fifteen of the teachers were ill one hundred and four days or approximately an average of seven days per teacher.

Additional expenditure for food, drugs, supplies and equipment was necessary. We must consider the fact that it costs $34,000 to run the school for one month, and it was a month or even longer before we began to function normally.

These facts, plus that of weakened vitality and indirect effects, make epidemics a thing to be feared and guarded against.

MAY EDNA NEILSON,
Teacher Nurse in the New Jersey School,
West Trenton, N.J.

THE DEAF CHILD OF PRESCHOOL AGE

How soon would you begin to educate a deaf child? This question is often asked us and we reply, "The sooner, the better." If you could step into our Baby Classroom and see the ten little ones interested in their everyday work and play, you would readily see why we give the answer to the question above. Here, in this class, we have five girls and five boys who range in age from three to seven, the average age being four.

"But what do you do with them so young?" is another question which we are asked. Of course, we find much to do and sometimes more than we think they can accomplish, but it is surprising how much "these babies" can do. They live in the school and it doesn't take them long to become accustomed to their new home and school. Their training begins as soon as they enter. We are an all-year school with the exception of a short Christmas, spring and summer vacation. Each class sits with the teacher at the table in the dining room. There the teacher serves and supervises the pupils. It is wonderful how soon a child learns to handle his knife and fork. He soon manages them as easily and gracefully as grown-up folks. It is on the very day a pupil enters that he begins to learn. He is taught to fold and tie his bib. Practice on this is given in the classroom so he will soon become capable of doing it for himself.

The children are given much handwork in school for we know if they are busy they are happy. Their school hours are the same as those in other schools. The pupils go to the classroom at nine o'clock. We have short periods so as to keep them interested. The day's program is a full one and we have lip-reading from the very first. Of course, we begin with the simple commands such as Bow, Walk, etc., and they are soon eager to learn the names of objects. In teaching the commands, we use a doll, telling the pupil to have the doll bow, jump, fall, sit down, etc. Also, in teaching the parts of the body the doll comes in handy. The little ones love to have the doll do the commands and in so doing, you soon know the pupils thoroughly understand the meaning of the words.

Before attempting much speech with these babies, we give a great deal of drill in tongue gymnastics. We also use

devices such as blowing out a candle, blowing a feather, etc., to show them the expulsion of breath. We use the Audi Tube daily. We have been working on the vowels (ar) and (oo) and feel that before long most of them will be able to produce these vowels through the use of the Audi Tube, as we are sure the majority of them "hear" the sounds, although none have a great per cent of hearing.

Our program is not made up entirely of work for, as we have mentioned, our periods are short in order to keep the children busy. We have marching, and playing games such as Follow the Leader. One game in which they delight, and in which they also lip-read their names is Bouncing the Ball and calling a pupil's name. This holds their attention for as soon as one's name is called, he jumps and tries to catch the ball. Then, we have a sand table in the corner of the room to which they are allowed to go when they have finished their handwork. As this is a constructive age, the pupils seem to have the idea for they are always constructing in the sand.

Wednesday afternoons, are Our Visiting Days. On that day the babies are looking forward to the time for their parents to come. They are expecting Mother, and some times Father (if he can get away), for they are dressed up in their Sunday clothes. The parents come soon after the pupils have returned to the afternoon session and thus they observe the school work. In this way the parents also learn just how their little deaf children are started in their education. This is of great value for then the parents can continue our methods when the pupils are at home on vacations. We have only short vacations, for then the pupils do not lose time, and it is so easy for a deaf child to forget.

Outside of school, the housemothers, who are all hearing persons, talk to the pupils just as if they were their mothers. On the playground the children romp and play but are never out of sight of the housemother. After they have been with us about six years, they usually enter a school for the hard of hearing or a public day-school.

ELIZABETH R. HECTOR,
Home for the Training in Speech of Deaf Children,
Philadelphia, Pa.

THE USE OF THE LECTOMETER IN THE TESTING OF THE HEARING AND THE DEAF[1]

The present investigation has been made in an effort to meet two problems, namely that of:

(1) A comparison of hearing and deaf children by a test which is fair to both groups.

(2) The establishment of age norms on the lectometer by means of which the performance of any individual may quickly be compared with that of the average individual of his age.

The first problem, that of devising a test (one among others) which could be used in comparing the ability of the deaf with that of the hearing child, is of vital importance to psychologists and teachers interested in the educational problems of the deaf. In order to give the deaf a fair chance, all measures involving language and verbal instruction must be excluded.

The lectometer,[2] a testing instrument designed by Max F. Meyer, seemed to meet the requirements of the problem. The task imposed by the instrument forces the subject to copy a series of patterns of dots from a row of blocks onto a row of corresponding tablets made up of tumbler switches. This is an extremely simple kinaesthetic task and the critical source of sensory guidance is visual. To perform the task rapidly, the subject must look at the blocks.

From one to five dots are painted on each block and these are arranged in two horizontal rows to represent some letter of the New York point blind alphabet. The tablets are each equipped with 6 tumbler switches arranged in two horizontal rows. The bottom row of dots must be copied on the top row of switches and vice versa. Each pattern consists of five blocks. When the pattern of a block is correctly copied a small white lamp lights up over the tablet on which the copying has been done. If there is an error

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[1] The writers wish to thank Miss Julia M. Connery and Dr. Max A. Goldstein of Central Institute for the Deaf, Miss Pearl Herdman of Gallaudet School, and Mr. W. A. Godbey of Shepard School, for their cooperation in this investigation.

[2] Valentine, Willard and Meyer, Max F., "A Description of the Lectometer and the Reliability of Lectometer Scores," *Journal of General Psychology*, 1930, Vol. iv, pp. 407-415.

made in copying, a red lamp lights up and continues to signal until a correction is made.

The score is measured in the number of half-seconds it takes for a subject to make two copyings of an arrangement of five such blocks successfully. It is time, therefore, which is measured.

The second problem is of interest to anyone using the lectometer tests for comparing the performance of any individual with the average individual of his age. By means of age norms he can compute a lectometer *time quotient* for the individual which would be of far greater significance than merely a record of performance time.

Method

In order to give the test to deaf children, there had to be a slight change in method. Instructions had to be nonverbal instead of verbal, as they were given by Meyer and Valentine.

Children were shown the start switch and it was turned on. Closing the start switch accomplished two things:

(1) It raised a shutter which covered the five blocks.

(2) It started the clock.

The movements of the hand of the clock had to be pointed out to the deaf child as he could not hear the ticking.

The blocks used for the explanatory test were Etc., P, J, V, Q. A cardboard stencil was made to represent this arrangement of dots. The cardboard used to make the stencil was green on one side and white on the other. The pattern was made by cutting holes in the cardboard about the size of the dots.

Each child was shown the arrangement of dots on the block and allowed to compare it with the exact reproduction of holes on the green side of the cardboard stencil by pointing his finger at corresponding dots. Then the stencil was turned up and over to the white side and placed over the tablets of switches. The subject was made to throw the correct switches for the first block and to see the white light.

The same procedure was followed for the second block. The stencil was always turned and the change in the posi-

tion of the dots (the up-down reversal) was pointed out to the child. If the child being tested was not getting the reversal clearly, the stencil was carefully used throughout the sample test for all five blocks. If, however, he seemed to understand, an effort was made to deprive him of the stencil before he completed all five blocks.

When an error was made so that the red lamp was lighted, the tester immediately pointed to the light, shook his head negatively, and took the child's finger and turned off the incorrect switch.

When all five blocks were correctly copied the experimenter showed the child that all the white lights were burning and that the clock had stopped.

The next step was to permit the child to copy the five blocks of the sample without the help of the stencil. If help was needed, the tester showed him the stencil pattern and turned over the stencil as a reminder that a reversal was required.

This preliminary instruction was always given individually but with young children, it was found that better results were obtained if another child was in the room as a contestant when the testing started.

Here another difficulty developed, due to the fact that scores were recorded in half-seconds. Both the young hearing and deaf children associated a large number with excellent performance and the experimenter could not explain why the child with the smallest number won. In order to clarify this and produce the best results by means of competition, two toy autos were placed on a race track calibrated to fit the time scores and the tester set the auto to represent the child's racing speed after five blocks were correctly copied.

The tests consisted of six patterns, each made up of five blocks. Blocks spelling words of five letters were put into the five platform groups of mercury cups for the tests. They were given in the following order:

Test I.	WORDS	Test IV.	RELAY
Test II.	BEGIN	Test V.	ROCKY
Test III.	ZEBRA	Test VI.	MOUTH

The words used had no significance, other than that of being an aid to the tester in remembering the order of the blocks and patterns. Valentine has shown that there is no significant difference in the difficulty of the blocks as measured by the number of errors made on each.

The score for each test is the sum of the time in half seconds it takes a subject for two copyings of the five blocks making up the pattern. The score for each of the six tests is recorded and then the worst score is discarded. This eliminates one score which may be high, due to a confusion of the subject after the test has started.

The final score is the average time taken for the best five scores. This is an index of the average time in half-seconds it takes an individual for two copyings of a series of five blocks.

The lectometer test, using the non-verbal method of instruction, was given first to sixty deaf children at Central Institute for the Deaf. These children ranged in age from five to twenty years and scores were computed for them.

The next results were obtained by giving the test to one hundred hearing children in the first and second grades of one of the public schools of St. Louis, using the non-verbal method of instruction.

In order to supplement the number of cases of deaf children, the lectometer test was then given in a public day-school for the deaf.

Results

Part I

Results of the average scores for the deaf children were computed for age groups. Then results were computed for the hearing children who followed the non-verbal method of instruction. These results indicated that there was no marked difference in performance on the lectometer between the hearing and the deaf.

These scores were then compared with the scores obtained on hearing children using the verbal method of instruction and again there was essentially no difference.

TABLE I

	Deaf Children		Hearing Children	
Age in Years	No. Cases	Av. Score	No. Cases	Av. Score
5– 6	7	254	15	269
6– 7	7	271	38	275
7– 8	14	190	51	208
8– 9	12	176	37	169
9–10	7	102	14	150
10–11	11	123	13	116
11–12	9	100	16	105
12–13	18	105	17	95
13–14	16	93	21	87
14–15	6	85	27	84
15–16	8	77	39	82
16–17	5	80	72	79
17–18	5	79	84	66
18–19	2	62	129	65
19–20	5	81	123	59
20–21			110	57
21+			445	59
Total	132		1251	

Table I and Figure 1 show this comparison of the deaf and hearing, the latter without distinction of method, verbal or non-verbal, for the various age groups.

The five-year-old children indicate superior performance to the six-year-olds in both groups. This is due to the fact that the lectometer test seems to reach an age limit at six years. Only superior five-year-olds can complete the test; most five-year-olds do not get the notion of a reversal, and the testing must be discontinued. Consequently, the five-year-old scores represent those of a selected group. However, the record of the six-year-olds is the average of an unselected group of all the children tested.

The first marked difference between the deaf and hearing children is at the age level of nine years. This can probably be explained by the small number of cases of deaf children of this age.

At the age of nineteen the curve for the deaf children shows a marked increase in time. This is due, no doubt, to the fact that these deaf children tested, still in elementary schools, were somewhat retarded mentally.

At all other ages the performance of the two groups is very similar. At times the deaf are superior, and at other

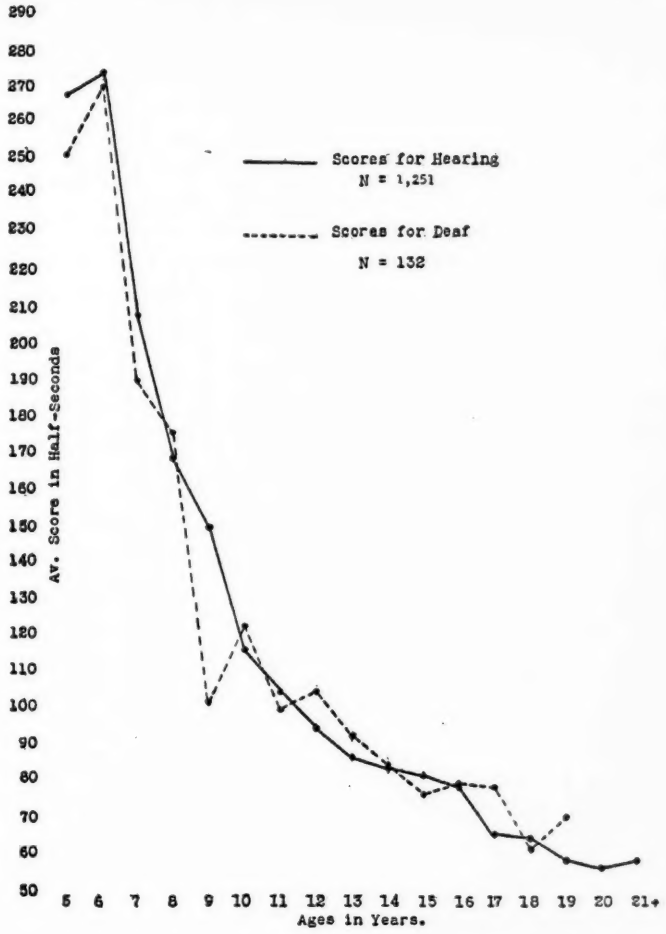

FIGURE 1

Comparison of Average Scores of Deaf and Hearing on Lectometer

levels the hearing are superior, but these differences are never very great.

In order to compare ability on the lectometer with other

measures of intelligence or achievement, various correlations were made. The hearing children tested in the public schools had been given a Binet-Simon test and correlations were computed between I.Q. and lectometer scores for the age levels of 6, 7 and 8 years on this group. Correlations were negative because a high time score on the lectometer indicates poor performance.

Age = 6 years	N = 27	r = —.58
Age = 7 years	N = 41	r = —.47
Age = 8 years	N = 23	r = —.57

These correlations indicate that there is a relationship which exists between intelligence as measured by the Binet test and performance on the lectometer, but the correlations are not high enough to warrant the use of lectometer scores to predict intelligence quotients.

In the public school in which the lectometer test was given, promotion in the lower grades was supposed to be solely dependent upon ability in reading. Children were promoted four times per school year. They could not pass to the next quarter's work until the reading requirements for the quarter in which they were placed were estimated by the teacher to have been fulfilled. If there was a great deal of absence, these children were excluded from the study.

Since the lectometer (Latin, *lectum,* read) depends upon skill in *reading a pattern* of dots and reproducing it, we decided to measure the relationship between ability to copy the lectometer patterns and promotion in this school, which was supposed to be based upon word-reading ability.

Due to the number of cases which had to be discarded because of absence, due to the fact that all quarters of work were not represented at the time of the test, and due to the fact that one large group of children had just entered school and there was not yet an opportunity for promotion, correlations could only be computed for three groups. These results show:

In Grade I-4, which means the last quarter of the first grade, there is a correlation of .22 between progress in

school and lectometer performance, as indicated by sixteen cases.

Grade II-2	N = 18	r = .16
Grade II-3	N = 22	r = .46

These results merely show that the relationship is even less than that existing between I.Q. and lectometer performance. This indicates, then, either that the lectometer cannot be used to predict *word-reading* ability, or that perhaps something more than word-reading ability determined the promotion of these children.

In order to compare lectometer performance of individuals with the teacher's opinion of the ability of the children in reading, the teachers were asked to rate their pupils on an A, B, C scale as to reading ability. A study of these ratings revealed the following results:

(1) Twenty-five per cent of the children whose lectometer scores show a longer performance time than the average for their age, received a rating of A from their teachers in reading.

(2) Forty per cent of the children showing inferior ability in performance of the lectometer test as indicated by the average performance for their age level, received a rating of B in reading, which meant average performance.

(3) Forty per cent who were inferior on the lectometer received a C in reading from the teacher which indicates ability below average.

It seemed that the teachers were very reluctant about giving a C score. Although in percentage, results indicate that the relationship was the same for a rating of B and C, the number of cases is very different. Thirty-four children were rated A in reading, 50 were rated B, and only 20 were rated C in reading by their teachers.

The deaf children in the private school were given the New Stanford Achievement Test, Form V, in an effort to measure the amount of educational retardation and the subjects in which greatest concentration were needed. Using these data, correlations were computed between educational quotients as determined by the Stanford Test and time quotients as measured by the lectometer test. On a basis of

fifty-two cases, a correlation coefficient of .38 was obtained. This shows that the relationship between achievement in school work and ability to perform the task imposed by the lectometer is low, as measured by the scores of the deaf children.

In summary the results of this part of the investigation show that:

(1) The lectometer test can successfully be given to deaf children without verbal instruction.

(2) Using the non-verbal method of instruction, the test can also be presented to hearing children and the results show that there is no marked difference between the two groups.

(3) Scores of the group learning to perform the tasks imposed by the lectometer following the non-verbal method do not differ from scores obtained by other investigators who used verbal instructions.

(4) The lowest age at which all children can learn to copy the pattern with a reversal, is six years. This age limit is the same for hearing and deaf children.

(5) Lectometer scores correlate higher with the Binet Intelligence Test than they do (a) with the Stanford Achievement, (b) with progress in school dependent upon reading ability, or (c) with teachers' estimates of reading ability. None of these correlations are high enough to be of value prognostically.

Part II

With no great differences between the deaf and hearing in ability to do the task imposed by the lectometer, the scores for those groups could be combined and a curve showing age norms could be made. This curve, based on 1,359 cases, does not show the irregularities due to too few cases.

When this curve of lectometer performance was actually plotted, it was decided to smooth it further by applying a mathematical formula. The equation of a hyperbola was used. The curve was plotted, using months as units on the base line and half-seconds along the vertical line.

The following formula was then found to fit the data best:

$$S - C = \frac{B}{M - A}$$

S is one variable and represents score units which are half-seconds. C is a constant and was assumed to be 30. B is also a constant and was taken as 6,200. M is the age in months, which is the other variable. A, age constant, is assumed to be 48.

Using this formula, the values were substituted for M, and S was solved for each age level to be plotted on the curve. For this computation the formula was used in this form:

$$S = 30 + \frac{6{,}200}{M - 48}$$

These computed values were then placed on the graph and are represented by the curve in Figure 2. The points plotted on Figure 2 represent the values actually obtained from the data, which shows that the computed curve is almost identical with the curve showing actual results obtained from the data. The values plotted are shown in Table II.

TABLE II

Age Norms for Lectometer

Age Group	No. Cases	Av. Score in ½ Sec.	Computed Score
6- 7	43	279	288
7- 8	64	204	202
8- 9	48	172	157
9-10	21	134	133
10-11	22	115	116
11-13	58	99	99
13-15	70	87	84
15-18	212	74	73
18-21	376	61	64
Adult 21+	445	59	59

If we apply the formula to the score of an individual we can solve for his mental age in months. For this application the formula is used in this form:

$$M = \frac{6{,}200}{S - 30} + 48$$

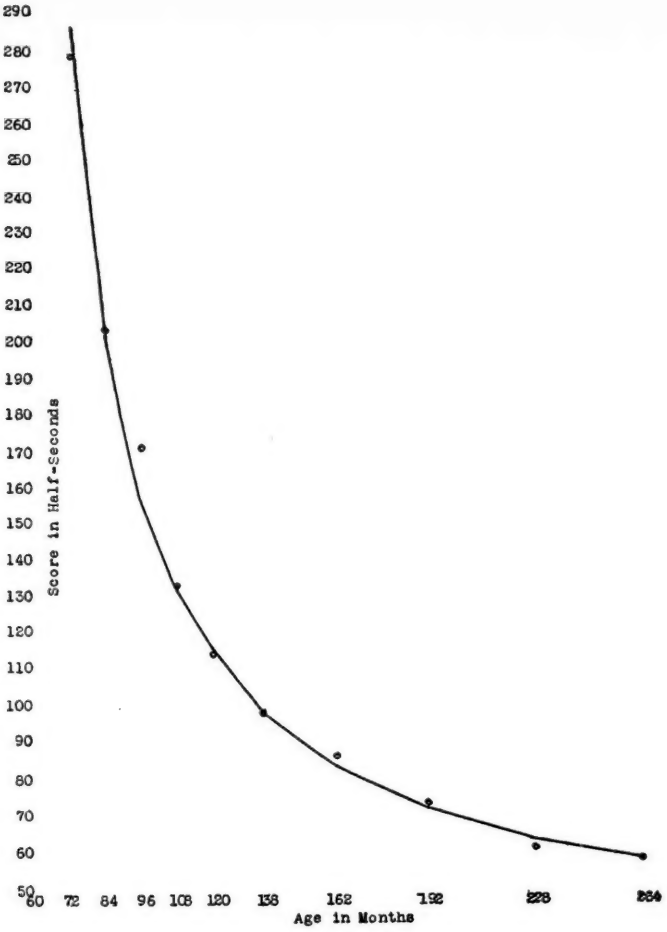

FIGURE 2

Age Norms Showing Lectometer Performance

Let us assume, for example, that a child made a score of 140 half-seconds in the lectometer test. Using the above formula we would solve for the mental age of the child,

$$M = \frac{6{,}200}{140 - 30} + 48 = \frac{6{,}200}{110} + 48 = 56 + 48 = 104 \text{ months or } 8 \text{ yrs. } 8 \text{ mos.}$$

If this child has a chronological age of 8-0, his lectometer time quotient could be computed by dividing his mental age on the lectometer by his chronological age. In this case $\frac{104}{96} = 108$ lectometer time quotient. This indicates that this child is a little better in lectometer performance than the average child of his chronological age.

As another example, let us take a score of 75. Substituting in the formula, we get—

$$M=\frac{6{,}200}{75\text{-}30}+48=\frac{6{,}200}{45}+48=138+48=186 \text{ months or } 15 \text{ yrs., } 6 \text{ mos.}$$

Let us suppose this individual is 18 years old. Then his lectometer time quotient is $\frac{186}{216} = 86$, which is an index of performance time on the lectometer which is longer than that of the average person 18 years of age.

In summary to this part of the problem, it may be noted that:

(1) Age norms of lectometer scores, when plotted, may be replaced by a hyperbolic curve.

(2) The performance of any individual, deaf or hearing, on the lectometer may be compared with the average performance of other individuals.

(3) By means of the mathematical formula, one can easily determine the lectometer (mental) age of any individual. The ratio of this mental age to the chronological age can then be computed and a lectometer time quotient will be the result.

Conclusions

(1) This study shows that by using the lectometer we may compare the deaf and the hearing. Instruction may be verbal or non-verbal, but the scores are essentially the same, and the same for deaf and hearing.

(2) Age norms show that the test reaches only the superior five-year-old child. From six years on, the test can be given to all. There is an improvement in lectometer performance with increasing age.

(3) Inasmuch as we are interested in finding tests applicable to the deaf, this test enables us to estimate a deaf individual's ability in a performance where the use of his eyes plays an important, probably the chief, rôle.

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AN ANALYSIS OF THE FIRST-YEAR VOCABULARIES OF THE PUBLIC RESIDENTIAL SCHOOLS FOR THE DEAF IN THE UNITED STATES

I

Problem and Method

A. *Purpose*

The chief purpose of this study is to find out what words are taught during the *first year* in the various schools for the deaf in the United States, and to suggest a basic first-year vocabulary.

Such data when gathered, tabulated and analyzed, would serve as a guide to vocabulary building for teachers of the deaf, such as Gates does for teachers of hearing children.[1] From such a guide, primers could be written and tests constructed. Furthermore, the study would be an aid to systematic grading and standardization.

B. *Method of Collecting Data*

All previous investigations of vocabularies have been of the direct type, i.e., an observer (usually one or both parents), either records all the voluntary remarks of a child over a certain length of time or he engages him in conversation and records the words used in his responses. Writers

[1] Gates, Arthur I., "A Reading Vocabulary For Primary Grades."

who have used the conversation method of measuring children's vocabularies are the Brandenburgs,[2] Nice,[3] Bateman,[4] the Whipples,[5] and many others. Recently, David and Rosa Katz have published the result of their recorded conversations with their two sons but their analysis is one of function rather than content. Doran has gathered the data of the vocabularies of preschool children published prior to 1907.[6] Pelsma recorded the vocabulary of his own daughter three weeks prior to her second, third, and fourth birthdays, daily until her birthday.[7] In this same study he summarizes all the references on children's vocabularies up to the time of his writing (1910).

This direct measure of vocabularies was neither feasible nor desirable when the purpose of this study is considered. The questionnaire method seemed the only way to obtain the desired data. After considering what information would be necessary and valuable in a study such as this, seven questions were formulated. These, together with a brief explanation of the nature and purpose of the study, form the questionnaire as it was sent to the schools. A copy follows:

QUESTIONNAIRE

At the conference on the Problems of the Deaf, held in Washington, D.C., January 1928, under the auspices of the National Research Council, Dr. Rudolf Pintner suggested forty problems, more or less interrelated, concerning the education of the deaf.

For a number of years the Vibro-Tactile Research Laboratory has been carrying on investigations involving a number of these questions. One of our present problems is the comparative study of the vocabularies used in the schools for the deaf *during the first year of instruction.* As Dr. Pintner pointed out, research of this sort is "laborious and costly and cannot be undertaken by the individual research worker unaided." Hence, this Laboratory has begun the task of collecting data, but the validity of the conclusions drawn from the data will depend upon the extent to which they are *representative of all* the American schools for the deaf. Therefore, we are asking for the generous cooperation of every superintendent and first-year teacher in the various schools for the deaf.

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[2] Brandenburg, G. C., and Brandenburg, J., *Pedagogical Seminary* XXIII (1916), 14-29.

[3] Nice, M. M., *Pedagogical Seminary,* XXVII (1920), 166-177.

[4] Bateman, W. G., *Pedagogical Seminary,* XXIII (1916), 211-240.

[5] Whipple, G. M., and Mrs. G. M., *Pedagogical Seminary,* XVI (1909), 1-22.

[6] Doran, E. W., *Pedagogical Seminary,* XIV (1907).

[7] Pelsma, John R., *Pedagogical Seminary,* XVII (1910), 328-369.

Specifically, we should like the following data from your school:
1. A list of the words the children can speak. (Average 1st year class)
2. A list of the words the children can lip-read. (Average 1st year class)
3. A list of the words the children can write. (Average 1st year class)
4. A list of the words the children can read in print. (Average 1st year class)
5. If possible, please send a yearbook or hectograph book typical of the work of a beginning class.
6. Are any textbooks used? If so, please list them.
7. Average age of your first year group.

This questionnaire was sent to the superintendents and principals of all the public and private schools for the deaf in the United States, both residential and day-schools. These last two groups constituted the majority of schools for the deaf in the United States at the time this study was made. There were then 200 schools, nineteen of which were denominational and private. The remaining 181 were divided as follows: Sixty-four public residential schools and 117 public day-schools.[8]

The day-schools present quite a different problem from that of the public residential schools, so that the material received from them will have to be treated separately at some other time. Only two private schools responded so this group has also been eliminated.

The ANNALS listed sixty-four public residential schools. However, six of these were in reality only branches of the large state schools; the branch department caring for the blind and the colored. As their enrollment is so small and the race factor is brought in, they were omitted. Omitting Gallaudet College, which would naturally not be included in a first-grade survey, we had fifty-seven public residential schools for deaf white children.

Through follow-up letters, replies were received from fifty of the fifty-seven schools. This high return assures us of reliable data. The enrollment of these fifty schools represented 83.21% of the total enrollment of the sixty-four public residential schools and 86% of the fifty-seven major schools mentioned above.[9]

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[8] ANNALS, Vol. LXXIV (1929), pp. 6-7.
[9] *Ibid.*, pp. 8-9.

As will be noticed, the questionnaire called for four distinct kinds of vocabularies. The importance of this will be seen as we advance as there cannot be any standardization of grading, nor establishing of norms until we know not only *what* words are taught but *how* they are taught.

Lip-reading—or more correctly, speech-reading—is the favored method of building up a deaf child's vocabulary.[10] By way of explanation to the layman, lip-reading is the art of understanding what a speaker says by watching the movements of his face and throat—particularly the movements of the lips. It becomes the medium through which the deaf child learns what is wanted of him and what is going on around him. It corresponds to the hearing child's comprehension vocabulary which of course greatly antedates his speaking vocabulary and always remains ahead of his working vocabulary.

C. *Analysis of Data*

This material was tabulated and classified as it was received from the various schools.[11]

Previous investigators of children's vocabularies have used various methods of recording their data. There seems to be a good deal of disagreement on the part of investigators as to whether the inflections of the various parts of speech should be counted as separate words or not. The Whipples, in their investigation, counted all such variants on the ground that psychologically they were distinct words which the child had acquired.[12] However, the method which seems to have gained the most adherents is that of Bateman.[13] His rules for counting words, as quoted by McCarthy[14] are:

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[10] Although speech-reading is the more favored term, lip-reading will be used throughout this paper to avoid possible confusion with "speech."

[11] This study was begun in the Vibro-Tactile Laboratory while the latter was under the auspices of the Carnegie Institution of Washington. Their aid is gratefully acknowledged.

[12] Whipple, G. M., and Mrs. G. M., *loc. cit.*

[13] Bateman, W. G., *loc. cit.*

[14] McCarthy, Dorothea, "Language Development of the Preschool Child" (1930).

1. Include no proper nouns.
2. Include no plural form unless the singular was not used.
3. Include all forms of pronouns.
4. Include no variants of verbs or of adjectives unless they are from a different root.
5. The same word may be listed more than once according to its grammatical use; i.e., if a word is used as a noun and also as a verb, it is included twice.

Gates used practically the same rules and as the results were to be compared with his list it was advisable to tabulate the material in the same way.[15]

The report from each school was tabulated by the parts of speech according to the methods by which each individual word was taught. Thus the following data were found:

1. The frequency of appearance of each word.
2. The frequency of appearance of each method.
3. The number and percentage of each part of speech.
4. The number of different words.
5. The total number of words.

The importance of each word (in terms of frequency of appearance) was obtained in terms of a composite score and a corresponding rank.

D. *Reliability of Data*

This study fortunately escapes the usual sources of unreliability which most investigators have encountered, namely, too few cases (usually the responses of only one or two children have been studied), and the method of eliciting the exact words which the child knows. The chief source of error which suggests itself in this study is the question of reliability of the lists as sent in by the various schools. No doubt some teachers did not include every single word which had been presented to the child in some way. But by our obtaining four lists from every school (or as many as there were methods used), we greatly lessened the chance omission of any words. Furthermore, with one or two exceptions, the lists were prepared with great care, as evinced by their form. These lists were usually compiled by the teacher in charge of the class and sent to

[15] Gates, Arthur I., "A Reading Vocabulary for Primary Grades."

the superintendent's office; thence to the Laboratory. Since each school naturally wanted to make a good showing when the study was published, the error would probably be in the opposite direction, *i.e.*, the claiming of too large a vocabulary.

II

Analysis of Data

A. *Size of Vocabularies*

Range of Vocabulary.—Upon analysis we find a total of 25,227 words taught. This number does not, of course, represent different words. It is the aggregate of all words taught in all schools and by all methods. Of these 25,227, 6,355 were taught for speech, 9,027 for lip-reading, 5,721 for writing and 4,124 for print-reading.

The actual number of *different* words represented by these figures are: 558 nouns, 179 verbs, and 241 adjectives, prepositions, etc., or a grand total of 978 different words.

The variation in the size of the vocabularies of the schools is enormous. The largest speech vocabulary contains 433 words and the smallest has only twenty-five words. Similarly, the lip-reading vocabulary ranges from a maximum of 459 to a minimum of fifty-four. The written and print-reading vocabularies range from 433 to zero. The number of words taught by each school will be found in Table I.

Discussion of Methods.—The questionnaire called for

TABLE II

Methods and Number of Schools Using Each

Methods	Number	Per Cent
O X V — *	7	14
O X V — (p)	20	40
O X V	2	4
O X V (p)	13	26
O X —	0	0
O X — (p)	4	8
O X	0	0
O X (p)	4	8

* O X V — are symbols arbitrarily adopted to represent speech (O), lip-reading (X), written (V) and print-reading (—) words. They will be used in the tables as a matter of convenience.

The (p) following the symbols stands for "part," *i.e.*, the schools thus designated use all the methods indicated by the symbols but not equally. Usually the lip-reading vocabulary exceeds the others.

TABLE I

LENGTH OF VOCABULARIES OF EACH SCHOOL

School	Speech	Lip-Reading	Written	Print-Reading	Total
A	58	144	57	0	259
B	103	154	103	103	463
C	87	210	93	167	557
D	57	128	57	25	267
E	124	145	93	93	455
F	51	124	51	0	226
G	104	210	104	0	418
H	53	122	39	0	214
I	192	200	200	0	592
J	416	416	416	416	1664
K	152	169	152	0	473
L	100	100	100	100	400
M	281	459	281	281	1302
N	186	221	186	186	779
O	105	190	75	69	439
P	277	277	277	277	1108
Q	165	216	0	0	381
R	40	85	0	17	142
S	25	60	29	0	114
T	112	149	112	57	430
U	69	132	132	0	333
V	44	99	0	0	143
W	74	148	0	146	368
X	108	152	60	41	361
Y	119	161	161	0	441
Z	163	215	164	66	608
Aa	98	145	99	119	461
Ba	177	181	177	177	712
Ca	27	150	0	59	236
Da	25	54	25	81	185
Ea	76	184	76	51	387
Fa	104	188	104	0	396
Ga	167	167	167	0	501
Ha	62	144	62	0	268
Ia	433	433	433	433	1732
Ja	125	173	102	82	482
Ka	135	184	0	0	319
La	230	230	230	230	920
Ma	49	130	44	30	253
Na	92	145	92	0	329
Oa	155	266	155	0	576
Pa	79	169	79	48	375
Qa	122	220	0	0	342
Ra	79	79	79	0	237
Sa	76	173	76	0	325
Ta	109	109	109	109	436
Ua	281	281	281	281	1124
Va	96	167	96	87	446
Wa	159	205	159	159	682
Xa	134	164	134	134	566

four distinct *types* of vocabularies, *i.e.*, types in the sense that their mode of presentation was different or the child's response occurred in a different manner. All the data have been analyzed separately as to these four forms.

Table II shows the number of schools using each method and to what extent. Seven schools, or fourteen per cent of the group studied, teach all four methods together, *i.e.*, their four vocabularies are identical. Forty per cent more use all four methods but do not develop the vocabularies equally. Usually the lip-reading vocabulary exceeds the others. Thus over half of the schools (54%) teach speech, lip-reading, writing and print-reading during the first year.

Four per cent use speech, lip-reading and writing exclusively and equally, while an additional twenty-six per cent use these three methods unequally.

Eight per cent use speech, lip-reading and reading, and a final eight per cent use only speech and lip-reading. These data are summarized in Table II.

Relation of Methods Used and Size of Vocabularies.—Upon studying Table I we find that the twenty-seven schools using all four methods hold the first ten rankings based on size of vocabularies. Six of the second ten are also in this group, six of the third ten, two of the fourth ten and three of the fifth, *i.e.*, twenty-two of the first thirty ranks are held by schools using all four methods.

The remaining twenty-three schools using two and three methods have decidedly smaller vocabularies. More than fifty per cent of them fall in the last twenty rankings.

Relation of Length of School Year to Length of Vocabulary.—The length of the school year varies with the loca-

TABLE III

LENGTH OF SCHOOL YEAR

Number of Weeks	Number of Schools
32	1
34	2
36	14
37	1
38	10
39	6
40	15
52	1
Average 38	50

tion and type of institution. The southern schools usually have a short term because the children are needed to help in the fields during the spring and fall months.

One school runs continuously all year. The others have terms varying from thirty-two weeks to forty. The average term is thirty-eight weeks. The range and frequency are shown in Table III.

By correlating the total vocabulary of each school and the length of the school year we get a correlation of + .37.

Relation of Age of Pupils to Length of Vocabulary.— The questionnaire asked for the average age of the first-year class. However, different schools interpret the term "first year" in different ways. Some schools have kindergarten and preparatory years which prepare for the "first year" which then is the *actual third year in school.*

Only one school included its kindergarten, or rather its nursery, group.

The average ages of the first-year pupils ranged from three and a half years to eleven years with a median age of seven.

By ranking the total vocabularies according to length, and correlating them with the average ages, we get a positive correlation of .65.

Relation of Use of Textbooks to Size of Vocabularies.— The final question on the questionnaire was: "Are any textbooks used? If so, please list them."

Thirty-eight schools replied that they did not use textbooks of any kind; nine schools use primers—mostly written by teachers of the deaf. One school puts "easy primers into the hands of the children the last month." One school did not reply to this question.

However, reading in itself, is taught in more than nine schools as shown in Table II; here we find thirty-one schools listed as teaching print-reading. Instead of a regular text, these schools use charts and materials prepared by the teachers.

So far the analysis has been limited to the *size* of the vocabularies in relation to various other factors. Apart from

vocabulary size, investigators have always been interested in the parts of speech contained in a child's vocabulary and the relative frequency of the various grammatical forms. The vocabularies will now be considered from this point of view.

B. *Analysis by Parts of Speech*

The lists contained 558 nouns, 179 verbs and 184 adjectives, 36 adverbs, prepositions and conjunctions, and 21 pronouns, making a total vocabulary of 978 different words. Expressed in percentages this means that 57.1% of the total vocabulary are nouns, 18.3% are verbs, 18.8% are adjectives, 3.7% are adverbs, prepositions and conjunctions, and 2.1% are pronouns.

In combining Gates' *First* and *Second* Five Hundred words we find that he has included in these first one thousand words, 475 nouns, 242 verbs, 129 adjectives, 110 adverbs, prepositions and conjunctions, 40 pronouns and 4 interjections. Table IV compares the two vocabularies as to parts of speech expressed in terms of percentages.[16]

TABLE IV

COMPARISON OF GATES' VOCABULARY AND VOCABULARY OF SCHOOLS FOR THE DEAF

Part of Speech	Schools for Deaf Vocabulary*	Gates' Vocabulary†
Nouns	57.1	47.5
Verbs	18.3	24.2
Adjectives	18.8	12.9
Adverbs Conjunctions Prepositions	3.7	11.0
Pronouns	2.1	4
Interjections	0	.4
Total	100	100

* Basis of 978 words.
† Basis of 1,000 words.

McCarthy, in her study of preschool children, found that four-and-a-half year olds use 38.8% nouns, 25.5% verbs, 13.4% adjectives, 12.3% adverbs, prepositions and conjunc-

[16] Gates, Arthur I., "A Reading Vocabulary for Primary Grades."

tions, and 5.7% pronouns. These figures are based on total number of *different* words used.[17]

When the percentages are figured on the basis of the total vocabulary, *i.e.*, all the words taught in all the schools by all methods, the percentage of nouns increases to 60.6%; verbs drop to 15.7%; adjectives remain almost constant at 18.1%; adverbs, prepositions and conjunctions drop to 2.5% and pronouns increase to 3.1%. Table V shows these figures compared with McCarthy's figures for eighteen-months-old children and for four-and-a-half-year olds when the total number of words used was the basis for the percentages.[18]

TABLE V

COMPARISON OF MCCARTHY'S PERCENTAGES

Parts of Speech	Schools for the Deaf Vocabulary	18 mos. old Vocabulary	4½ yrs. old Vocabulary
Nouns	60.6	50	19.3
Verbs	15.7	13.9	25.1
Adjectives	18.1	9.6	15.2
Adverbs			
Conjunctions			
Prepositions	2.5	8.4	17.9
Pronouns	3.1	10.3	20.5
Miscellaneous		7.9	2
Total	100	100.1	100

These figures and their significance will be discussed in the next chapter.

In addition to size and grammatical form of vocabularies, the actual *content* is of great importance. The analysis of the data from this point of view will be treated next.

(To be continued)

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[17] McCarthy, Dorothea, "Language Development of the Preschool Child," p. 118.
[18] *Ibid.*, p. 114.

ARE WE SO VERY DIFFERENT?

Hasn't a teacher of the deaf often been heard to say, "I saw such a splendid piece of work being carried out in the public school, but of course it would be impossible for us to do it"? We grant that some things cannot be successfully executed, but surely there is much we can adapt.

The following unit of work was conducted in the New Jersey School with a group of twelve primary pupils. Six of these became deaf between five and seven years of age and six had partial hearing. The project covered the short period of seventeen days. By way of preparation a trip to the American Indian Exhibit in the State Museum was taken. The display of jewelry, pottery, handiwork and implements of the American Indian aroused curiosity which was not entirely satisfied by the guide's explanation. We learned that the State Museum will gladly lend material to be used in these studies and we were fortunate in securing the following: Charts of Indian implements, Indian dwellings, and arrowheads, together with pictures for classroom use. When the pupils began to study these, they became eager to have an exhibit of their own, and decided to construct a wigwam. At first it appeared that the project would take the form of a sand-table display but a wigwam large enough to play in was the result. For this purpose, summer blankets were secured from the household department and poles were provided by the horticultural department. The wigwam was placed in the corner of the room offering the greatest freedom for pupil activity.

"What do you want to know about the Indians?" was the question thrown out as a stimulus for live language work. "How will we find the answers to these questions?" came next. The pupils suggested asking the guide at the State Museum when they wrote their note of thanks. After some discussion they realized that these questions could easily be solved by reading. This caused a more vital interest in reading for it was a tool to serve their purpose. The primary reading material in our school library did not offer enough information on the subject so a trip to the city library proved profitable.

The librarian and her aides gladly placed Indian stories

and pictures at the children's disposal. These could not be borrowed, however, because the school was outside the city limits, but through the city librarian's cooperation with the county librarian books and pictures were finally secured for classroom use.

Factual and recreative reading soon started activities. A description of an Indian war dance provided leads for connected language, constructing a drum and the teaching of the Indian war dance by the physical training instructor. In this connection the children felt the need for constructing a fire in front of the wigwam. They gathered materials during the recess and lunch periods and with the assistance of the electrician and the teachers-in-training a fire was devised which looked most realistic.

After school hours the boys in the group began searching for Indian implements. A hammerhead and arrowheads resembling the ones on the charts were found. These were labelled like the museum articles.

Teachers and officers of the department offered Indian costumes and relics which formed a nucleus for the room museum.

Invitations were sent to classes in the intermediate and primary departments to visit our exhibit. The social value of the project alone made it worth while. The pupils met and learned the names of all the intermediate department teachers and officers with whom they seldom come in contact. They became better acquainted with the pupils by acting as guides in their museum, reviewing the materials with each new group of visitors.

The visiting pupils were encouraged to send in any connected language about the project and these were compiled in attractive book form during the art periods.

A film, "The Little Weaver," was borrowed from the museum and enjoyed by the primary classes. A part of the story was later dramatized by the kindergarten group, so that even the youngest pupils derived some definite information.

An outline in terms of subject matter follows.

THE LENNI LENAPE OR
DELAWARE INDIANS

1. Vocabulary
   - Twenty-two new common nouns
   - Thirteen new names of teachers of the intermediate department
   - A dozen Indian names
   - New expressions learned by reading letters of thanks written by older pupils
2. Speech
   - All new vocabulary syllabification and accent
   - Stories read orally for inflection
   - Songs
3. Lip-reading
   - Articles in the schoolroom museum
   - Objects in the pictures
   - Selecting pictures from oral descriptions
   - Story of the "Little Weaver" given entirely from lip-reading
4. Trips
   - To the State Museum
   - To the City Library
   - To an intermediate department schoolroom to see a miniature wigwam
5. Connected language
   - Topics on the three trips
   - Description of an Indian war dance
   - Description of a totem pole
   - Descriptive museum labels for the objects
   - Retelling the story of the film shown
   - Letters home explaining the exhibit
   - Notes of thanks to
     - the city librarian
     - the museum guide
     - the horticultural department
     - the exhibitors
   - Invitations: Three types written to the primary classes according to their reading ability

Type A

Boys and Girls.
Come to the movies Monday.

Miss ————'s class.

Type B

(Included a heading and closing)

At School
January 25, 1932.

Dear Boys and Girls,
Please come to see the Indian picture next Monday.
From your little playmates in
Miss ————'s class.

Type C

At School
January 25, 1932.

Dear Friends,
We borrowed an Indian moving picture from the museum.
We invite you to see the picture next Monday at 10:30.
From the pupils of Miss ————'s class.

6. Arithmetic

Indian number stories
Finding specified pages in Indian story books
Measurement of materials used in construction work
U. S. money. Interest in nickels because of the Indian head; dates

7. Construction

Drum
Wigwam
Fire
Bow

8. Drawing

Unprinted newspaper designed to cover supports for wigwam
Indian war dance illustrated
Totem pole
Indian rug design
Borders for Indian booklet pages
Illustrating stories and incidents
Wigwams
Placement of material on pages and on the bulletin board
Scene of material as background for the photograph

9. Acoustic

   Indian stories read over the radio-ear machine

10. Rhythm

    Song—"This Is How the Big Tall Indian Beats His Drum"

11. Informal Reading Test

    Six types of reading test were used; all based on the Indian project
    True and false statements
    Matching words and pictures
    Multiple choice
    Competition
    Direct question and answers
    Following directions

12. Schoolroom Museum Articles

    Totem pole
    Charts—Implements
    Arrowheads
    Dwellings
    Pictures from the State Museum and the County Library
    Indian coat
    Indian portrait
    Arrow case
    Papoose case
    Knife case
    Wampum belt
    Eskimo totem pole
    Indian rug
    Chief Two Guns White Calf's signature on a card

13. Bibliography

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Around the Iroquois Story Fire—Mabel Powers
Little Turtle of the Leni Lenape
Two Little Indian Children of Long Ago—Taylor
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Indians in Winter Camp—Therese O. Deming

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Red Feather
Red Feather's Adventure
Little Indian Weaver
The Indian Twins—Lucy F. Perkins
Smedley Olsen Third Reader—Red Wing
Indian and the Bear

Magazines and Newspapers
American Childhood—October, 1931
Herald-Tribune—Sunday, February, 1932

14. Educational Outcomes

a. More cooperation among the members of the class.
b. A wide acquaintance with other members of our school.
c. A practical experience in acting as hosts and hostesses when people came to enjoy the project.
d. A social need for talking freely, so as to share our interests.
e. A practical stimulus for creating a desire to read fluently.
f. Drill work in all academic subjects was motivated as the class saw their needs so that they could proceed with their project.
g. Ability to adjust and adapt materials at hand to accomplish a desired end.
h. An ability to handle materials more skilfully.
i. An appreciation of the fact that all people may contribute to the pleasure of others.
j. A desire to study what other people do.

15. Following Units.

The topic suggested for the following unit was "Colonial People" or as the children expressed it, "How did the white people live when they came to live among the Indians?" This subject was taken in detail during the month of February and was most timely because of the George Washington Bicentennial Celebration. Secondly, "Where did these white people come from?" This led to our present study of "The Land of Windmills."

The public school system is encouraging its teachers to

carry out worth-while projects. Do we have to be so very different because of our pupils' limitations?

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PRESCHOOL NEEDS OF HANDICAPPED CHILDREN—THE DEAF PARTICULARLY[1]

The first effort in a quest by the writer for information as to the preschool training needs of handicapped children was directed toward learning what literature already existed. As is well known, there has been a vast amount of writing on the education of both the blind and the deaf, and there is a fairly voluminous body of literature relating to the education of the deaf-blind; but on the preschool questions, as related to these groups, surprisingly little can be found. Questionnaires were sent to schools for the deaf and for the blind throughout the United States asking, among other things, what circulars, pamphlets or books are sent to inquiring parents of prospective pupils. Practically all the schools use their printed reports for that purpose, and some of these contain very valuable information addressed to parents on the care of their handicapped children before school age. A few schools issue handbooks or circulars in addition, which are even more useful to parents, and this practice is very much to be commended.

Replies received from schools for the deaf indicate that at least 80 per cent of such schools send reports or handbooks to parents who have little deaf children whom they intend to send to school in the course of time. This applies more particularly to residential schools. A large number of such publications were furnished for consideration. Two or three are especially worthy of mention. Probably the best known of all is "What the Mother of a Deaf Child Ought

[1] This is an abstract of material from the writer's forthcoming booklet on the preschool problem of handicapped children, including the blind, the deaf and the deaf-blind.

to Know," by John Dutton Wright, and published by the Wright Oral School in New York City. As this is now out of print, it has been replaced by another, "The Little Deaf Child," by the same author and publishers. A third is "The Education of Robert, a Deaf Boy," by the late Dr. J. W. Jones, and published by the Ohio School for the Deaf in Columbus. These little books should be in every home where there is a young deaf child to be educated, as they will furnish great inspiration to parents, besides much valuable information.

As the preschool period naturally extends from birth, or more pertinently in the deaf child's case from the time he becomes deaf if not born so, until the age of school admission, an effort was made to ascertain clearly the generally accepted admission age and the views of authorities as to any changes in the admission age that they considered necessary or advisable. A majority of the schools from which answers were received on this point admit pupils at six years of age, nearly 25 per cent admit at seven, and almost the same proportion at five. A smaller number of schools admit pupils occasionally at four, and a few schools even as young as three years of age.

A number of school heads state that the "legal age" is six, or seven as the case may be, but confess that they frequently take pupils younger, which indicates that laws of this type should be revised.

The thought of the profession as to the best admission age has changed greatly since the early days, and is still changing. The earlier professional literature, notably early Reports of the American Asylum for the Deaf and Dumb, now the American School for the Deaf, in Hartford, Conn., made reference to the desirability of having pupils enter school after they reached some degree of maturity, ten or twelve then seeming to have been considered a very satisfactory entrance age; and writers in the earlier volumes of the American Annals of the Deaf and Dumb, now published under the modernized title, "The American Annals of the Deaf," voiced somewhat similar views. A well known and successful primary teacher of the deaf only thirty years

ago expressed a plea in favor of the deaf child's mind "lying fallow for its first eight years."[2]

Probably few educators of the deaf would subscribe to the above view to-day. Its writer, however, was rather holding a brief for manual instruction as opposed to oral instruction for the deaf, and, since an effort is now being made to teach practically all deaf children to speak and read speech on the lips, the view is becoming more and more pronounced that, for this purpose, within reasonable limits, the earlier the start the better. The Second Conference on Problems of the Deaf and Hard of Hearing, under the auspices of the National Research Council, in Washington, D.C., in February, 1929, and also the White House Child Health Conference, in November, 1930, even recommended the establishment, for experimental purposes, of a nursery school where deaf children should be admitted between the ages of one and five or six. It was not the thought of the proponents of this plan that formal grade work should be taken up before the deaf child is six years old, but it was felt that, if the beginnings of speech and language were given to him, and an intensive course in sense training, rhythm work, and play, he would be better fitted to make speed when real schoolroom activities began.

Of schools from which answers were received to the question as to whether a younger admission age than six was favored if there were suitable facilities and sufficient funds to take care of younger children, fully three-fourths answered in the affirmative, the ages of five and four being about equally favored by the majority. A smaller number preferred the age of three, and a still smaller number would like to try the nursery school idea, admitting at two years of age or even younger. Geographically considered it is noticeable that the sentiment favorable to a lowered admission age is most prevalent in the East. The New England schools, especially, admit pupils very young.

Although the above represents the concensus of views of leading American authorities now living, as far as answers

[2] Mott, Alice J., "The Ninth Year of a Deaf Child's Life," Ph.D. Dissertation, University of Minnesota, p. 12.

to questionnaires indicated, it should be here noted that the late Dr. A. L. E. Crouter, while he was at the head of the Pennsylvania Institution for the Deaf, in Mt. Airy, Philadelphia, was quoted as having been opposed to admitting pupils younger than seven years of age. A discussion of the subject, in which he participated, occurred during the meeting of the Convention of American Instructors of the Deaf in Belleville, Ontario, in 1923.[3]

Those in charge of schools were asked in what points of home training pupils seemed most lacking on entrance, and this will be of interest to parents of little deaf children. It was found that not sufficient attention is given at home to sense training and development of mental alertness. Some children are "spoiled" by their home people, allowed to have their own way too much, and not taught proper self-control or regard for the rights of others. Sometimes they have not been taught proper attention to their personal habits, how to dress and wash themselves, how to comb and brush their hair or wash their teeth. All these things can be taught at home just as well as at school, indeed better. The home is the proper place for the deaf child's education to begin.

In several of the states field workers have been employed, who go into the homes of little deaf children and advise parents in such things as are needful for them to know, about one third of the returned questionnaires answering in the affirmative on this point. Doubtless the need for parental guidance will become more generally recognized and provision made for it in most if not all the states in the not far distant future.

Miss Mabel Ellery Adams, principal of the Horace Mann School, Boston, in an article published in the ANNALS for March, 1928, gives an account of what has been attempted in sending a teacher into the homes of little deaf children in and around Boston, as stated, "for two purposes: to instruct the mothers in ways of reaching the children's in-

[3] Report of the Proceedings of the Twenty-Third Meeting of the Convention of American Instructors of the Deaf, Belleville, Ontario, pp. 86-88.

telligence; and to teach the children by the oral method." These children, according to the account given, are visited by the home teacher from one to five times a week. A parent or other relative is always present during the visit and, by observation and definite instruction, learns how to carry on the child's instruction during the intervals between the visits. The children thus reached in their homes are four years of age and younger. The funds available for this purpose are from the endowment which was given for the Sarah Fuller Home for Little Children Who Cannot Hear and used by it until it suspended operation in 1925.

The Wright Oral School in New York City has prepared a Home Correspondence Course for parents of deaf children. This is a line of activity that might well be taken up in other states for parents that have the preparation and leisure to follow it with profit. Anything that will prevent the early years of a deaf child from being all but wasted or lost is worth while. Normal children get the most valuable part of their education during their first five years before they start to school at all. Deaf children should not be left to do nothing but vegetate during that most plastic period of their lives. It is true that they should grow up into "healthy animals" during the preschool period, but it is better still for them to arrive at the threshold of school life healthy children in mind and body, and the mental retardation inevitable to their handicap reduced to a minimum.

To Parents

Parents of little deaf children have a heavy responsibility, yet it is not a thing to shake heads over helplessly and leave to others who are considered better fitted. There are parts of your deaf child's education that you can accomplish better than anyone else. This applies chiefly, of course, to his preschool education.

Start simply and naturally. Treat him just as if he were a normal child. If you have other children who can hear, bring him up just like one of them. Do not humor him or require others to give up to him in everything. Teach him

that life is a game of equal give and take. Punish him gently if he misbehaves, but make sure that he understands. Even better than to punish for wrongdoing is to reward for doing well, a truism applicable to all children. Love him, play with him, have him with you as you go about your work, and teach him how to work. Only do not spoil him or give him so much attention as to exaggerate his ideas of self-importance.

He should romp and play much with other children and be taught the rules of the game so that he will not try to take advantage and thus make them dislike to have him with them. Send him out of doors to play and exercise. Keep him moving and developing his lungs and muscles. For indoor entertainment provide him with plenty of picture books and kindergarten games. Have him match colors, draw pictures, and try all sorts of little tests of skill. Do all you can to develop his sense of humor and of sportsmanship. Teach him kindness to animals, and love of flowers, trees, birds and all Nature.

Above all, talk to him, using just simple words at first, not long sentences, always making sure that he is watching your face. Make him understand that everything has a name and by watching your face closely enough he can distinguish one name from another. This will so excite his interest that it will become a game with him and make it easy for you to hold his interest longer. Thus you can develop concentration, which is the great secret of successful teaching. But do not prolong it till he becomes tired and listless, or, worse still, cross, as that simply lowers concentration power. Be careful not to exaggerate the motion of your lips or other features in speaking to him. Speak naturally but rather slowly at first.

After he has learned to understand the names of many things and persons about the home, when he sees them on your lips, begin to teach him a few actions in the same way, as eat, drink, run, fall, jump, laugh, cry, illustrating each yourself as you say the word, and having him perform it after you. In this way he can soon begin to learn the meaning of simple sentences when spoken to him. Do not

expect him to be able to speak the words himself after you. This may come later but should be no part of your first attempts with him. It takes much greater skill to teach speech to a little deaf child who has never spoken, than it does to teach him to understand words spoken on your lips, and it is a question whether it would be wise for you to attempt it to any great extent without first taking a course of training from an expert yourself.

Of course, if he did not become deaf until after he had learned to talk, your treatment of him will be different. Then you must devote every effort to having him retain his speech and at the same time learn to read the words he already knows on your lips, as previously explained. Talk to him a great deal, though in short simple sentences, and keep him talking to you, in as natural tones as possible.

There are many helps which parents can get if desirous of studying more deeply into the subject. Besides the books mentioned and others, there are magazines devoted to the education and welfare of the deaf, such as the *Volta Review*, published by the Volta Bureau, Washington, D.C., and the AMERICAN ANNALS OF THE DEAF. These, while some of the matter in them is on the technical order, contain many home helps that will be appreciated by parents of deaf children. Then, in the residential schools in nearly every state, school papers are published containing matter of interest to parents of pupils.

Parents should write to the superintendent of their state school for the deaf and ask for whatever free literature and helps the school has to send out, or if there is either a residential or day-school for the deaf near their own home, they should visit it and find out at first-hand many of the things they will want to know about such schools, and what more to do to have their child ready when it is time for him to enter school.

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THE GALLAUDET COLLEGE SUMMER SESSION

Although many summer courses are offered every year in various parts of the country for hearing teachers of the deaf, none ever has been provided specifically for the large group of deaf teachers. The idea of holding a summer school at Gallaudet College for deaf teachers has been discussed for a number of years. Among the first to suggest such a plan were Mr. Tom L. Anderson and Dr. J. Schuyler Long, of the Iowa School. The idea was discussed later at meetings of the Convention of American Instructors of the Deaf.

At first it seemed to the authorities of Gallaudet College that a summer session held in the rather hot climate of Washington and so far from many of the schools employing large numbers of deaf teachers might not be practical. However, the Bicentennial Celebration in Washington, and the meeting of the Gallaudet College Alumni Association scheduled for June at Gallaudet, offered a favorable opportunity for teachers to attend a summer session at Gallaudet in 1932.

A tentative program was arranged by Dr. Hall during the past winter, a description of the proposed plan was sent out to all deaf teachers who could be located, and a very encouraging response was received. After more than thirty teachers had signified their intention of attending the school, a definite program for a four weeks' session was decided upon. The courses offered and the instructors giving them were as follows:

Educational Psychology, by Professor Irving S. Fusfeld, of Gallaudet College

Principles of Education, by Mr. Sam B. Craig, principal of the Kendall School

The Teaching of English, by Mr. Arthur P. Buchanan, principal in the Texas School

The Teaching of Mathematics, by Mr. Barton Sensenig, principal of the Advanced Department of the Pennsylvania Institution at Mt. Airy

The Use of the Library for Deaf Pupils, by Miss Edith M. Nelson, assistant professor, Gallaudet College

Sports and Coaching, by Professor Frederick H. Hughes, in charge of men's athletics, Gallaudet College

A minimum schedule of three courses was required of each student, the courses in Educational Psychology and Principles of Education being required, and the third course

being elective. A fourth course could be elected if desired. Classes were arranged in fifty-five minute periods five days a week, making a total of twenty class hours for each course during the session.

The summer session began on June 20, immediately following the Alumni Reunion, with a total registration of forty-three students. The students were housed in the College dormitories, and meals were served to the whole group in one dining room. Another dining room was converted into a library of reference books pertaining to the courses being given, with a small section of recent fiction, biography, and current periodicals. All of the classes were scheduled during morning hours, leaving the afternoons and evenings free for study and recreation. Many of the students made frequent use of the College swimming pools and tennis courts, which were reserved for their use. Those students in Washington for the first time had ample opportunity to visit points of interest in the city, and those who had been there before met old friends and found many new things to see. One group of students, with the help of Miss Nelson, even found time to publish a weekly mimeographed newspaper of summer school events.

Both students and teachers showed great interest and enthusiasm in their work throughout the session. A considerable amount of work had to be done in a short time, but there were no complaints, all the students being anxious to do all they could in the time available. The teachers met many old friends and former pupils, and made many new friends; the students felt that the courses would help them improve their teaching technique and advance them in their profession. Everyone concerned felt that what had started as a new experiment had proved to be entirely successful and profitable. Special thanks are due to the two teachers who came from outside schools. Mr. Buchanan and his family motored to Gallaudet from Texas for the summer session, and Mr. Sensenig postponed a trip to Europe so that he could take part.

The courses of the summer session were completed on July 15, and certificates were awarded to the students by

Dr. Percival Hall at a brief closing exercise on July 16. Short addresses by Professor Fusfeld of the faculty and Dr. Thomas F. Fox of the student body completed the program. All credits received by students at the summer session will be accepted by the Conference of Executives of American Schools for the Deaf as credits toward teacher certificates.

A list of the names of those attending the summer session and the schools in which they teach follows:

Arkansas: Miss Margaret Hauberg, James M. Smith, Nathan Zimble
Connecticut: Miss Marie C. Marino, James A. Sullivan
Florida: William H. Grow, Miss Lalla Wilson
Gallaudet College: Frederick H. Hughes
Illinois: Miss Grace L. Davis, William A. Johnson, David Mudgett, James N. Orman, Frederick W. Schoneman
Indiana: Miss Elizabeth L. Moss
Kendall School: John G. O'Brien
Kentucky: James F. Royster, Jr.
Louisiana: Gervais Gaiennie, Mrs. Lillian Gaiennie, Miss Ruby Moore
Michigan: Mrs. Helen J. Austin, Miss Velma S. Brassel
Mississippi: Charles J. Falk, Uriel C. Jones, Andrew J. Sullivan
Missouri: Mrs. Marie P. Davidson, Peter T. Hughes
New Jersey: Hans P. Hansen, Kenneth Murphy
New York Institution: Dr. Thomas F. Fox
North Carolina: Odie W. Underhill
Ohio: Lewis C. LaFountain, Miss Katherine Toskey, Miss M. Ethelburga Zell
Rhode Island: Abram Cohen
St. Joseph's, N.Y.: John P. Kirby
Tennessee: William H. Chambers
Texas: Mrs. Lettie W. Davis, Robert L. Davis, William H. Davis, William M. Davis
Western Pennsylvania: Miss Doris M. Myers
Unattached: Miss Geneva Florence, Howard T. Hofsteater

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SCHOOL AND FAMILY LIFE

The complexities of modern life have brought a demand for the study of family life and of the social factors that influence the family. The mode of living has been, and is, changing, and practically every variation has left an effect upon the family. The progressive family has been defined as being the one most adaptable to outside changes and influences, and to its own limitations. Thus, the standard of living of the family is determined by its economical standing, and its social life by its ability to become adapted to the demands and needs of society. With the constant changes and increasing complexities of modern life, it is becoming more and more difficult for the average family to adapt itself satisfactorily. There is a recognized need for study of family problems, and the logical sequence is to throw the responsibility upon the schools.

In the early days of our country, the family had little connection with the school. A knowledge of the three R's was sufficient for the business then carried on, and the social and economic factors almost entirely evolved around the home. Boys learned how to cut down trees, clear and cultivate the land, make harness, fix wagons, tell signs of the weather, and to do other work necessary at a pioneer home. Girls learned to cook, sew, make clothes, and to perform the different kinds of housework. At night some member of the family would probably read aloud from the Scriptures or some other book; personal narratives often contained much of historical value. In the pioneer home, especially in New England, emphasis was placed upon discipline, honesty, virtues, and character training.

The present time finds that the economic and social aspects of the pioneer family, generally speaking, have disappeared. There is no longer the necessity of wresting a living from so stern a nature. There is a greater connection with the school. The school has absorbed many of the economic and social factors formerly part of the home. Instead of learning a trade at home, the child learns it at school. His social nature, once centering in the home, is being broadened by his connection with school activities and by his constant association with other children. Parents give less and less time to

their children's training and education, and ask that the school take over the responsibility.

Why this apparent indifference on the part of parents toward their children? Although many reasons have been given, only a few of the outstanding will be mentioned here. However, it is difficult to assign the most important reasons, as changes are constantly going on in the forces that influence the family, and a good reason to-day may not be a valid one applying to to-morrow's problem. With facts and results accumulated in the past, it is easier to solve the present difficulties of the family and to pave the way for the future. The family is treated as a social institution and research should be aimed toward its conservation. Education is evidently the most logical means toward this end.

Many forces have influenced the family, either for better or for worse. These forces have been inside as well as outside. During the past century, the increasing economic freedom of woman has enabled her to secure employment in factories and in the professions, often to the neglect of her family duties. Families living in crowded industrial centers frequently meet low standards of living, and it is sometimes necessary for each individual member to work in order to contribute to the family income. Lack of proper recreation is another serious obstacle to family life, especially to the young. On the outside, social pressure in the form of fashion, conventional behavior, and supposedly popular standards, keeps the family dissatisfied.

Thus, in the face of so many problems and changes due to the modern complexities of life, it is natural that parents leave the training and education in the hands of the school. They believe the superior facilities developed by the school will give their children a better education than they themselves had. Large appropriations made toward the support of the public school system demonstrate the extent of their faith in this respect. However, it is well known that the school cannot act alone. The activities of the school and the home are so intertwined that some sort of cooperation is needed. Already efforts have been made to bring about closer harmony between the school and the home. We find

that the parent-teacher organizations tend to promote this interest between the two. Other efforts with the same object in view have been the invitation to parents to observe the work done in the classroom and the issuance of reports upon the child's progress.

At this point, the relationship between the school and the parents of deaf children comes into consideration. Parents of deaf children throw more responsibility upon the school than do parents of normal children. This is because deaf children are handicapped, and need special methods of instruction and training. They send their children to schools especially established to educate and train deaf children. They leave their children at school for periods often as long as the entire school year, and in so doing, lose personal contact with them.

Thus, it will be seen that the school for the deaf takes over more of the home responsibility than does the primary or secondary school. The "home life" of the deaf child is almost entirely confined to the institution which has him under its wing. He is subjected to the same discipline, play, recreation, study, and moral training as are expected to be found in the average home. He receives expert attention and, therefore, a more scientific and uniform regulation than his hearing brother under parental supervision at home. At an institution like the residential school for the deaf, regulation is more uniform in that the same rules and influences affect nearly all of the children, both during and after school hours. The public schools do little or nothing to regulate the life of the pupils outside the classroom, and on returning home they come under the care of parents who do not all hold the same views upon home management. Therefore, the home life of a group of public school children cannot be considered as uniform as that of an equal number of children in a school for the deaf. The latter type of school has taken over more of the social and economic functions of the home than has the ordinary public school.

Let us take a look at the economic aspects. The school for the deaf places more emphasis upon the teaching of voca-

tional subjects designed to provide the child with the means for earning a living. We find buildings with shops devoted exclusively to the instruction of the trades, such as carpentry, shoemaking, tailoring, dressmaking, baking, and several others. In many cases, the shops contain equipment that is both complete and up-to-date. Every means is taken to prepare the child, sometimes even to the extent of special instruction in shop language. Psychology steps in to discover the child's ability, aptitude, and interests, and seeks to adapt them to one or more lines of appropriate work. More time is given to industrial training, the average in the school for the deaf being about twelve hours a week.

Although the school for the deaf has taken up most of the economic and social functions of the home, there remains at least one other factor, namely, the study of the family itself. The deaf child is at home for about three months during the year. His lack of hearing makes it difficult to know all that is taking place in the home, and his understanding of the family, its relationship to society as a whole, the budgetary system, and other family functions, is undoubtedly vague. It has come to the notice of the writer that several deaf persons who are now married have little knowledge of how to prepare a proper family budget. The budget is a time worn subject, but it is important as long as there are standards of living to follow. Besides, it is economical. The principles of economics are as much involved in the teaching of how to prepare a proper family budget as in teaching a trade. In other words, it is just as important to learn how to save $30 per month through a wisely prepared family disbursement as it is to acquire additional skill in a trade that would increase the salary $30 per month.

The study of the family is offered in many of our colleges and universities. Numerous books pointing out its value in the economic, social, and political structure of society have been written upon the subject. The study of the family in its present state, is, perhaps, too technical to be included in the course of study in schools for the deaf. However, the principles could be reduced to a simplified form adapt-

able to the everyday affairs of the average deaf man and woman.

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LESSONS IN ENGLISH—V[1]

Common Expressions

Getting . . . growing . . . becoming

I am getting tired.	I am growing tired.
You are getting sleepy.	You are becoming sleepy.
John is getting hungry.	John is growing hungry.
James is getting angry.	James is growing angry.
Mary is getting tall.	Mary is becoming tall.
Ellen is getting fat.	Ellen is growing fat.
Eddie is getting smart.	Eddie is becoming smart.
My father is getting gray.	My father is growing gray.
Your collar is getting soiled.	Your collar is becoming soiled.
Robert's coat is getting worn.	Robert's coat is becoming worn.
Willie's boots are getting too small.	They are growing too small.
The horse is getting lame.	The horse is growing lame.
The dog is getting cross.	The dog is becoming cross.

Questions

Are you getting tired?	No, I am not getting tired.
Am I getting warm?	Yes, you are growing warm.
Is John growing sleepy?	No, John is not getting sleepy.
Is James growing angry?	Yes, he is growing angry.
Is Mary becoming tall?	Yes, she is becoming tall.
Is Ellen growing fat?	No, she is not getting fat.
Are we getting smart?	Yes, we are becoming smart.
Is your father getting gray?	No, he is not getting gray.
Is my collar becoming soiled?	No, it is not becoming soiled.

[1] Continued from the Annals for November, 1930, pp. 375-389.

Is your coat getting worn?	Yes, it is becoming worn.
Is the horse growing lame?	Yes, the horse is growing lame.
Is the dog becoming cross?	No, the dog is not getting cross.
Is it getting dark?	No, it is not getting dark.
Is it getting stormy?	Yes, it is growing a little stormy.
Is it getting foggy?	No, it is not becoming foggy.
Is it growing cold?	No, it is not growing cold.
Is it growing warmer?	Yes, it is getting a little warmer.
Is it getting muddy?	No, it is not getting muddy.
Is it getting frosty?	Yes, it is becoming frosty.
Are the roads growing slippery?	Yes, they are becoming slippery.
Are the streets getting dusty?	No, they are not getting dusty.
Are the days becoming longer?	Yes, they are growing longer.
Is it getting late?	Yes, it is growing late.

Beginning to get . . . beginning to grow

Are you beginning to get hungry?	No, I am not beginning to get hungry.
Am I beginning to get warm?	Yes, you are beginning to get warm.
Are we beginning to get tired?	No, we are not beginning to get tired.
Is John beginning to get cold?	No, he is not beginning to get cold.
Is Jane beginning to grow sleepy?	Yes, she is beginning to grow sleepy.
Is Willie beginning to grow fat?	Yes, he is beginning to grow fat.
Is Mary beginning to get sick?	No, she is not beginning to get sick.
Is Eddie beginning to get lazy?	No, he is not beginning to grow lazy.

Is my hair beginning to get gray?	Yes, it is beginning to turn gray.
Are your shoes beginning to get worn?	Yes, they are beginning to get worn.
Is Sam's collar beginning to get dirty?	Yes it is.
Is the dog beginning to grow blind?	No, he is not beginning to grow blind.
Is the horse beginning to grow lame?	Yes, he is beginning to grow lame.
Is the cat beginning to grow old?	Yes, she is beginning to grow old.
Are the days beginning to get longer?	Yes, they are beginning to get longer.
Is it beginning to get dark?	Yes, it is beginning to get dark.
Is it beginning to get foggy?	No, it is not beginning to get foggy.
Is it beginning to grow warm?	Yes, it is beginning to grow warm.
Is it beginning to get muddy?	No, it is not beginning to get muddy.
Is it beginning to get dusty?	Yes, it is beginning to get dusty.
Is it beginning to grow cold?	No, it is not beginning to grow cold.
Is it beginning to grow stormy?	Yes, it is beginning to grow stormy.
Is it beginning to get calmer?	Yes, it is beginning to grow calmer?
Is it beginning to get frosty?	No, it is not beginning to get frosty?
Is it beginning to get slippery?	Yes, it is beginning to get slippery.
Is it beginning to get clear?	No, it is not beginning to get clear.
Is it beginning to grow late?	Yes, it is beginning to grow late.
Is it beginning to rain?	Yes, it is beginning to rain.

Is it beginning to hail?	No, it is not beginning to hail.
Is it beginning to snow?	No, it is not beginning to snow.
Is it beginning to calm?	Yes, it is beginning to calm.
Is it beginning to freeze?	Yes, it is beginning to freeze.
Is it beginning to thaw?	No, it is not beginning to thaw.
Is it beginning to thunder?	No, it is not beginning to thunder.
Is it beginning to lightning?	Yes, it is beginning to lightning.
Is the moon beginning to shine?	Yes, the moon is beginning to shine.
Are the flowers beginning to grow?	Yes, they are beginning to grow.
Is the baby beginning to cry?	No, the baby is not beginning to cry.
Is the dog beginning to bark?	Yes, the dog is beginning to bark.
Are you beginning to cough?	No, I am not beginning to cough.
Are the men beginning to work?	Yes, they are starting to work.

Both . . . and Either . . . or Neither . . . nor

I have both eyes and ears.
I have neither horns nor wings.
John has both a knife and a purse.
He has neither a watch nor a bicycle.
You are both tall and slim.
You are neither short nor stout.
Jane is both cold and hungry.
She is neither tired nor sleepy.
We can both sign and spell.
We can neither hear nor speak.
Mary can both draw and paint.
She can neither sing nor dance.
Willie likes both apples and oranges.
He does not like either lemons or figs.

Robert wants both a slate and a pencil.
He wants neither a pen nor a lead pencil.
Both John and James have watches.
Neither Robert nor Henry has a bicycle.
Both Ellen and Mary can dance.
Neither Aggie nor Sarah can swim.
Either John or James can skate.
Both hens and ducks lay eggs.
Neither pigs nor goats can fly.

Questions

Have I both eyes and ears?
Yes, you have both eyes and ears.
Is James both tall and slim?
Yes, he is both tall and slim.
Is Jane either cold or hungry?
She is cold but she is not hungry.
Does Willie like both apples and oranges?
Yes, he likes both.
Does Mary like either tomatoes or rhubarb?
No, she does not like either.
Can Ellen both draw and paint?
Yes, she can do both.
Can Aggie either skate or swim?
No, she can do neither.
Have both John and James watches?
Yes, they both have watches.
Has either Robert or Henry a bicycle?
No, neither of them has a bicycle.
Is it either raining or snowing now?
No, it is doing neither.
Was it wet or stormy last Sunday?
Yes, it was both wet and stormy.

Too

I am too warm.
You are too fat.
John is too tall.
Mary is too thin.

The desk is too high.
The stool is too low.
The pipes are too hot.
The water is too cold.

My pencil is too short.
Your hair is too long.
John's coat is too large.
James' boots are too small.
Willie's collar is too tight.
The sun is too bright.
The book is too worn.
The bread is too fresh.
The meat is too tough.
The tea is too strong.

Questions

Are you too warm? No, thank you, I am quite comfortable.
Is my hair too long? No, it is all right.
Is your coat too small? Yes, rather small.
Is John too tall? No, he is not too tall.
Is Mary too thin? Yes, she is a little too thin.
Are James' boots too tight? No, they are quite right.
Is Willie's collar too dirty? Yes, it is rather dirty.
Is the desk too high? No, it is just right.
Are the pipes too hot? Yes, they are far too hot.
Is the water too cold? No, it is all right.
Is the sun too bright? Yes, it is rather bright.
Is the bread too fresh? Yes, it is much too fresh.
Is your tea too sweet? No, thank you, it is quite right.

Too . . . so . . . that

It is too dark. It cannot see.
It is so dark that I cannot see. It is too dark to see.
It is too wet. We cannot go out.
It is so wet that we cannot go out. It is too wet to go out.
My pencil is too short. I cannot write with it.
My pencil is so short that I cannot write with it. It is too short to write with.
Jane's hands are too cold. She cannot write.
John's boots are too tight. He cannot wear them. They are too tight to wear.
The seat is too low. I cannot sit on it.
The seat is so low that I cannot sit on it. It is too low to sit on.
The glass is too full. I cannot carry it.
The glass is so full that I cannot carry it. It is too full to carry.

The meat is too tough. I cannot cut it.
The meat is so tough that I cannot cut it. It is too tough to cut.
The tea is too strong. I cannot drink it.
The tea is so strong that I cannot drink it. It is too strong to drink.
The porridge is too hot. I cannot sup it.
The porridge is so hot that I cannot sup it. It is too hot to sup.

Enough . . . Quite . . . Plenty

Are you warm enough? Yes, thank you, I am quite warm.
Is your pencil long enough? Yes, thank you, it is quite long enough.
Is John's cap large enough? No, it is not quite large enough.
Are Mary's hands clean enough? Yes, her hands are quite clean.
Is your tea sweet enough? Yes, thank you, it is quite sweet.
Is your porridge salt enough? No, it is not quite salt enough.
Is your pencil sharp enough? Yes, thank you, it is all right.
Is there enough ink in the bottle? No, it is nearly all gone.
Is there enough coal on the fire? No, it needs some more.
Is there enough bread on the table? Yes, there is plenty.
Is there enough sugar in your tea? No, I would like a little more, please.
Is there enough butter on your bread? Yes, thank you, there is quite enough.
Have you enough covers on your bed? No, I would need some more on it.
Have you enough money in your pocket? No, I would need a little more.
Have you had enough to eat? Yes, thank you, I have had plenty.
Have you had enough holidays? No, I would like some more yet.

Too much . . . too little . . . too many

Is there too much sugar in your tea?
No, thank you, it is all right.
Is there too much butter on your bread?
No, thank you, there is just enough.

Is there too much salt in your porridge?
Yes, it is rather salty.
Is there too little ink in the inkwell?
Yes, it would need a little more in it.
Is there too little coal on the fire?
No, there is plenty of coal on it.
Is there too little water in the basin?
Yes, there is too little water in it.
Is there too much oil in the lamp?
No, there is not enough oil in it.
Are there too many pupils in the class?
Yes, there are too many in it.
Are there too many desks in the schoolroom?
No, there are not too many desks in it.
Are there too many covers on your bed?
No, there are just enough covers on it.
Are there too many beds in the dormitory?
Yes, there are far too many beds in it.
Have we had too many holidays?
No, we have not had too many holidays.

(To be continued.)

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SCHOOL ITEMS

Arizona School.—The school has just purchased a radio-ear which will be installed in time to be used at the opening of school.

The State Survey for Handicapped Children which has been conducted under the supervision of the Parent-Teacher Association of this State has been placed in the hands of the School for the Deaf and the Blind. Contact is being made with county officials in an attempt to learn just how many handicapped children there are in the state. The survey covers deaf, blind, feeble-minded and crippled.

Provision has been made by the board of directors for two graduate students from the University of Arizona to assist

in the Vocational Department of the school for which they will receive maintenance. This has been brought about as a result of a strict economy program and lack of state funds for full time vocational teachers.

In cooperation with the director of civilian rehabilitation the school has secured aid for two of the older deaf boys. One will receive training as a linotype operator and the other as a cabinet maker and finisher. Further aid from time to time for some of our older boys and girls is also expected

Arkansas School.—The Mid-West Conference of Executives of Schools for the Deaf will be held at Little Rock, Arkansas, October 27, 28, and 29. Members of the Conference include Executives of Schools of States bordering on the State of Missouri. There will be no set program, but each Executive will bring to the meeting problems which he wishes discussed. The Executives of Schools in States bordering Arkansas will be invited to attend.

California School.—As the California School has in the last few years made such noteworthy strides in a sweeping program of reorganization, a review of what the authorities of that school have accomplished becomes a matter of general interest. Such a review is provided in the Biennial Report to the State Director of Education, Hon. Vierling Kersey, by Principal E. A. Stevenson, for the period ending June 30, 1932.

The main features of the report are concerned with the following points:

1. One of the reasons for the great improvement in the functioning of the school is the fact that it now operates completely separated from the state school for the blind. This has meant greater efficiency and greater relative economy in every way.

2. The school must be regarded fundamentally as much an educational institution as the ordinary public schools. It does not admit children who are mentally subnormal.

3. The average age of admission is five years, and the course of study is ordinarily completed in twelve years, going

as far as the equivalent of the second year in high school.

4. With regard to the speech program of the school, Mr. Stevenson states:

> In addition to obtaining an understanding of language and subject matter, the deaf child must learn to use his voice mechanically and also to master the art of reading lips. This requires expert and thoroughly trained teachers on the one hand and patient, quick, and bright children on the other. In order that the wrong impression is not made, it is well to state that all deaf children cannot successfully and satisfactorily obtain this ability. Furthermore, this inability should not convey the thought of a slow mind. Such success is dependent on numerous factors, such as type of deafness, time of becoming deaf, inherent mentality, home environment, and type of thinking process, whether it be analytic or synthetic.

5. In the final analysis the proper preparation and training in vocational pursuits is of primary importance.

6. The average monthly attendance for the first year of the biennial period was 216, for the second year it was 260, with total enrollments of 223 and 268, respectively. The school also faces a rapidly increasing waiting list, which at present numbers from 75 to 110 children.

7. A fine school morale has been attained as the result of a constructive arrangement and supervision of the activities of the pupils during their leisure time.

8. The state director and deputy director of education have given the school a ready and sympathetic cooperation with an understanding and appreciation of its problems that have meant much in initiating the process of reorganization.

9. Among the specific evidences of progress carried out in the two-year period are the following:

(a) A new and carefully planned course of study, which is the result of two years concentrated study. It is being used by the State School and by all special classes for the deaf in the state. It is now being studied by several other states and will soon be adopted by them.

(b) A better and stronger classification and a greater stress placed on language, reading, and speech.

(c) The appointment of six additional teachers.

(d) Increase of fifty pupils.

(e) The remodeling of six rooms for the purpose of classroom teaching.

(f) The addition of necessary equipment in the cabinet and the printing shops.

(g) The organizing and systematizing of regular teaching of language in outside activities. In this way, the school has made a forward step in the full education of the deaf child. Housemothers and counsellors are now teaching at regular periods and are affording the children greater opportunities. Other state schools are following our lead.

(h) The actual functioning of the vocational officer in placing the

deaf graduates in fields of employment. Likewise in looking after the general welfare of the deaf in the state. This is a most vital and essential endeavor.

10. The extent of the reconstruction of the school physically may be grasped from this paragraph of the report:

In the way of new buildings the Department has worked carefully and diligently in the preparation of a building program that will adequately and satisfactorily answer the demands now evident. The coming year will see four structures of the Primary Unit completed and furnished at a cost of $542,000. There will be a primary cottage for girls capable of housing sixty children. A similar cottage for primary boys will have the same capacity. The third building is the Service and Commissary in which will be contained: (1) the dining rooms for the primary and academic pupils, for the faculty and officers, for the employees; (2) central kitchen for the entire unit; (3) bakery; (4) general storeroom. The fourth is the primary school building.

11. Census estimates of the general population indicate that the state contains at least 900 deaf children of school age who should be under instruction. Considering the facilities provided by the school at Berkeley and the nine city day-schools of the state, it is evident that at least 250 deaf children are not at school. To meet this situation the report urges a fulfillment of a broad program of physical accommodation, the education of parents to the need of special education, and a more effective compulsory educational law for the deaf.

12. A constructive outcome of the unified control established over all facilities for the education of the deaf children of the state—a plan unique with the state of California—has been the adoption of a uniform course of study and grading arrangement, with plans being made for agreement on equipment, teaching aids and classroom materials. Further, with a view to closer coordination with the day-schools,

Heretofore very few deaf pupils who have finished the work in the day-school have continued their advanced work in the residential school. This arrangement is vital to the future preparation and success of the average day-school pupil. Plans are in progress by which eventually the day-school and the residential school will dovetail the work and make it possible for a continued education for all who so desire it.

13. Among the plans urged by the report for development in the near future are:

(a) The establishment of a nursery school for the deaf under the management of this school.
(b) Steps to provide for the mentally deficient deaf at the Sonoma State Home at Eldridge.
(c) Establishment of a training center for teachers of the deaf.

Kansas School.—One of last June's graduates, a colored boy from Kansas City, has been admitted to Tuskegee Institute.

During the past year a radioear was installed and fine results have been obtained through its use.

During the summer the bake shop was newly equipped with gas oven and other equipment. The institution boilers are being equipped with heat control instruments, and these, together with the new chain-grate stokers installed last year, make the power house up-to-date.

The sewing room will occupy other quarters this year, newly painted, with new lighting fixtures and equipped with six power machines, six foot-power machines and cutting table. The room will be light, airy and have sufficient floor space.

Kentucky School.—The appropriation for salaries and maintenance expenses for the coming year was reduced by the Legislature and the Governor twenty-five per cent, but the school hopes to be able to have a full session since all expenses have been budgeted to conform to the reduced appropriation.

With the exception of a change in the position of housekeeper, the school staff remains the same as last year's.

Le Couteulx St. Mary's Institution.—The new St. Joseph's Primary Hall, recently occupied, has provided not only greater facilities for better work with the primary children, but also made possible the expansion of the high school and vocational departments in the main building. A description, taken from a recent number of *Le Couteulx Leader,* follows:

"The new primary hall is modeled after the Georgian style of architecture in red tapestry brick and buff limestone, with steps leading to an attractive entrance. The exterior corresponds well with the interior, where beauty, simplicity and every modern facility complete an ideal home and school for young children.

"The main entrance gives into a lobby and hall on the

first floor, decorated in delicate shades of mauve and ivory. To the right of the entrance is a school office; to the left a reception room. In an attractively arranged bay window, facing the entrance, stands a finely executed Carrara marble statue of St. Joseph with the Child Jesus. Ten good-sized, sunny classrooms, finished in oak, with large windows, open from the main hall; also a large dining room, where a number of tables, seating small groups of children, facilitate the proper serving of meals. A separate wing leading from the dining room houses pantry and serving room, and a very modern kitchen, with built-in frigidaire.

"The ground floor of the kitchen wing contains storerooms and a pump room, which is the mechanical center of the building. The center of the ground floor is given to a spacious recreation room, floored in maple. Domestic science classroom and kitchen, dental clinic, wardrobes and washrooms complete this portion of the building.

"The second floor is occupied by two large dormitories, linen rooms, washrooms, private rooms, suite, infirmary, quarantine room and diet kitchen. The dormitories are a departure from the conventional type, being carried out in delicate color schemes, pale rose and nile green. The infirmary consists of a ward, solarium, diet kitchen, nurse's room and baths.

"Above the center portion of the second floor there is a roof garden, 22 feet by 30 feet, and adjoining the roof garden under the main gable, a rest room.

"Throughout the interior of the building consideration was given chiefly in the practical arrangement of the rooms for the purposes for which they are to be used, and allowing the maximum of wall penetration consistent with structural requirements, and the architecture of the exterior in order to provide an abundance of sunlight in all parts of the building.

"Mr. Mortimer J. Murphy was the architect and the work was executed by the Linwood Construction Company."

Louisiana School.—Thirteen members of the faculty of this school enrolled for the Special Courses for teachers of

the Deaf offered in connection with the summer session of Louisiana State University. These courses, lasting six weeks, were given by Miss Lula M. Bruce, principal in the Kentucky School.

Two other members of the school staff attended the Association summer school at Los Angeles, one took special work at Carnegie Institute of Technology, another attended Howard College, Birmingham, Ala., and three members were enrolled for the summer session at Gallaudet College.

It is felt that an attitude of this kind on the part of the teachers will enable the school to render splendid service to the deaf children of the state.

New Jersey School.—A complete reorganization of the school library facilities has been undertaken, with the installation of a completely new and up-to-date cataloging system that will make quickly available for use all the volumes at the command of the different departments of the school. Completion of this task will make much more effective the school's book resources, which at present comprise the following separate units:

B.I. ..... Boys Industrial.
B.S. ..... Boy Scouts.
G. ..... General Library.
G.I. ..... Girls Industrial.
G.S. ..... Girl Scouts.
Hor. ..... Horticulture.
Inf. ..... Infirmary.
P. ..... Primary.
P.E.B. ..... Physical Education Boys.
P.E.G. ..... Physical Education Girls.
P.O. ..... Principal's Office.
S.O. ..... Superintendent's Office.
T. ..... Teachers' Library.
Tx. ..... Textbook Library.

Saskatchewan School.—The School for the Deaf at Saskatoon was officially opened by Hon. J. T. M. Anderson, Premier and Minister of Education on Friday, May 13, 1932 in the presence of representatives of the University of Saskatchewan, the City of Saskatoon and many parents and friends of the school. The building was opened for inspection during the afternoon. A demonstration of school work

preceded the address of the Minister. An exhibit of school work was on display in one of the classrooms. Nearly a thousand people crowded the halls of the building and auditorium and several hundred were turned away.

With a view to broadening the scope of usefulness of the school the Department of Education has extended the upper age limit to permit pupils to continue in attendance until they have passed their twentieth birthday. Pupils are eligible for admission at the age of 6 and may continue for fourteen years. In addition, deaf persons who have passed the age of 20 years may be enrolled as day pupils without cost.

Emphasis of training for older pupils will be vocational. The vocational classes at the Saskatoon Technical Collegiate will again be open to deaf pupils. Older boys will be permitted to observe experiments at the College of Agriculture in the University of Saskatchewan. A new course in Home Nursing has been added to the curriculum. It will be taught by the school nurse and will include care of the sick in the home, principles of sanitation and prevention of contagion; use of bandages and home remedies and infant care.

An increased enrollment of 20 pupils is expected, making the total number of pupils in attendance 140, which is almost capacity. A few additions to the staff are contemplated to care for the increase.

During the academic year Koh's Block-Design Test and the Drever-Collins Performance Test will be given to the pupils of the school. The Goodenough Intelligence Test will also be given to pupils under 13 years of age. From the data obtained it is hoped that classification of pupils may be made more nearly consistent with the abilities of pupils. Audiometer tests will be continued bi-monthly as heretofore.

The course of study is being modified to follow approximately the program outlined for the public schools in the province. The teachers are cooperating in this effort and trying out various methods of teaching to determine the best for the use of this particular school.

Death of Dr. McAloney.—The news of the sudden death on August 2, of Dr. Thomas A. McAloney, superintendent of the Colorado School, came as a complete shock. At this time we can only record deep-felt sorrow that a great leader has been taken from us. Friend of the blind, friend of the deaf, a power in work for both, a great force in his community, he will be missed. The kindly, generous sympathy he had for all left more than the usual impression. He was one to whom all could turn for sure guidance, one in whom all had confidence, endowed with those superfine attributes that set men apart as the great leaders.

In a later number of the ANNALS will appear a full account of Dr. McAloney's life and work.

Research Work at the Columbia Institution for the Deaf.—Dr. Joseph E. Morsh, who obtained his doctor's degree from Johns Hopkins University last June, has received a research fellowship from the National Research Council, of Washington, D.C. He will conduct research work at the Columbia Institution for the Deaf, in both Gallaudet College and the Kendall School, during the coming school year, under the direction of Dr. Knight Dunlap, of Johns Hopkins University.

Dr. Morsh has been making extensive studies of the determination of hearing in very young children, and expects to continue this work to some extent. His main field, however, for the coming year will be an investigation of the motor ability of the deaf.

It is encouraging to all interested in the education and welfare of the deaf to know that this work will be done under the direction of the National Research Council as another step in its program of research into problems concerning the deaf.

Otosclerosis and Its Hereditary Basis.—A mail report issued by *Science Service,* Washington, D.C., May 31, 1932, under the heading "One Type of Deafness Found to be Sex-Linked," discusses the manner in which the strange phenomenon of otosclerosis is rooted in heredity. With permission of *Science Service,* we produce the item here.

Twice as many women as men are affected with the type of deafness known to physicians as otosclerosis. This and other facts point

to an hereditary origin for this physical defect, Dr. Charles B. Davenport, of the department of genetics, Carnegie Institution of Washington, Cold Spring Harbor, Long Island, told a meeting of the Eugenics Research Association recently.

The hereditary mechanism by which this particular type of deafness is handed on from father to son, or more accurately from father to daughter, consists of two defective genes, one of which is in the sex-controlling chromosome. The sex-linked gene, it is thought, acts in some way to upset the body's use of the bone-forming food calcium, while the other works directly to produce the deafness. The disease may also be associated with a disturbance of the pituitary gland, a gland which in youth and middle life exercises considerable control over bony changes.

Otosclerosis is not the ordinary hardness of hearing which comes on in later years and which involves a destruction of the auditory nerve. It is a type of deafness caused by hardening of the membrane around the small chain of bones in the ear, causing the closing up of the oval window leading into the vestibule of the inner ear. It is usually first noticed at adolescence.

Although otosclerosis is thought to affect only about two or three per thousand of the white population of the United States, a much higher proportion is observed among the members of the family of any individual who is affected with it, Dr. Davenport reported. Often from one quarter to one-half of such a family group are troubled with hardness of hearing. This strengthens the view that otosclerosis has a genetic basis.

It is believed that when a father is affected with this type of deafness, his daughters have a much greater chance of inheriting the defect than his sons have. On the other hand, if the mother has it, more of the sons will be affected. In other words, it is what geneticists called a sex-linked characteristic. Where both parents are affected an extraordinarily high percentage of the children will be affected, and the marriage of first cousins from a family having a history of this type of deafness is especially apt to give rise to deaf children.

In the effort to get at the origin of the trouble, Dr. Bess Lloyd Milles and Miss Lillian B. Frink, under the auspices of the Committee on Otosclerosis of the American Otological Society and with the cooperation of other physicians, took bodily measurements of more than a hundred families. It was found that the individual with otosclerosis does not differ markedly from his brothers and sisters. The one exception where a considerable difference was found was in the height of the jawbone. This is a dimension which is easily disturbed by hyperactivity of the pituitary gland.

National Survey of Teachers of the Deaf.—An item in the May ANNALS made announcement of a special study, under auspices of the Office of Education, Department of the Interior, of instructors in schools for the deaf. The questionnaires for the collection of the data desired for the study have been distributed and teachers who have not yet returned their blanks to the Office of Education are urged to do so at once. The study, an outgrowth of a recommendation by the Second Conference on Problems of the Deaf held by the National Research Council in 1929, is a research

project intended to offer suggestions of benefit to the field of education of the deaf.

The individual questions in the questionnaire, which are easily and quickly answered, embrace a wide range of information pertaining particularly to the education and special training of teachers of the deaf. The names of individuals or schools will not be published. The value of the results will depend largely upon the fullness of the response, and the cooperation of members of the staff of instruction in schools for the deaf will help greatly in promoting this important study.

Occupational Summary of Former Pupils at Margate.—As a study of the occupations of the deaf is always a matter of importance to educators of the deaf, the following excerpt from the 1932 Summer Number of the Royal School Magazine—in effect the annual report of the Royal School for Deaf and Dumb Children, Margate, England—furnishes opportunity for much instructive analysis. The summary indicates the present status of 356 former pupils of that well-known institution.

THESE INCLUDE ALL PUPILS WHO LEFT DURING THE PERIOD 1925-1931
174 BOYS AND 182 GIRLS—TOTAL 356

BOYS		GIRLS	
Woodworkers	29	Dressmakers	44
Bootmakers	20	Laundresses	29
Tailors	17	Domestic Servants	32
Garden and Farm Hands	24	Farm Workers	5
Printers	14	In Factories	8
Bakers	2	Required at home (domestic reasons)	10
At Mechanical Dentistry	2	Attending Art School	1
Glass Workers	1	Hairdressers	1
Brickmakers	1	Lamp-Shade Makers	1
Bricklayers	1	Gone abroad	1
Further training elsewhere	2	In Training Homes	4
In Shops or Factories	13	Married	7
Laborers and Casual Workers	7	Physically or mentally unfit	18
Physically or mentally unfit	15	Died	2
Died	3	Lost trace of	8
Lost trace of	7	Capable but unemployed	11
Capable but unemployed	16		
	174		182

Honors for Educators of the Deaf.—The life work of two distinguished educators of the deaf was accorded signal recognition in June.

At its Commencement Exercises, June 21 of this year, Dartmouth College conferred upon Mr. Frank W. Booth, superintendent of the Nebraska School, the honorary degree of Doctor of Pedagogy. President Ernest M. Hopkins, in presenting the degree, made these comments:

Frank Walworth Booth, superintendent of the Nebraska State School for the Deaf, Omaha, Neb.

Graduate of Iowa State College and throughout life a teacher and a director of teachers in schools for the deaf; it is frequently said and seldom disputed that for him who will profit by it the school of experience may be a more fertile source of inspiration than the school of books. Certainly the two in combination, as in your case, are richer than either alone. Observant in your own boyhood of the handicaps imposed upon both your parents by deafness, through 50-odd years you have studied and taught to enlarge the lives of those similarly afflicted by reducing the barriers between them and the hearing world. Courageous in spirit and constructive in effort for the establishment of more effective methods of teaching, in your profession you have been an acknowledged leader in overcoming the inertia of established practice and in defeating opposition of conventional thought, with the result that from dependence upon the pseudo-language of signs the deaf have been afforded release in a command of the English of their hearing fellowmen, upon whose lips they can read it uttered and for whose ears they can enunciate it in well-articulated replies. I confer upon you the honorary degree of Doctor of Pedagogy.

Wake Forest College, North Carolina, at its last Commencement Exercises, conferred the honorary degree of Doctor of Humane Letters upon Mr. E. McK. Goodwin, superintendent of the North Carolina School. In presenting Mr. Goodwin for this degree, Dean D. B. Bryan had this to say:

Edward McKee Goodwin, B.A. and M.A. George Peabody College. While teaching in the public schools of this State he sponsored legislation for the creation of a school for the deaf. In 1893 he witnessed the laying of the corner stone at Morganton for the North Carolina School for the Deaf of which he has continued as president. His achievement in this unique relationship has brought self-support, music, literature, culture into the lives of thousands who having ears, can not hear. His fame has furnished leadership and inspiration to other states of this country. A half century of humanitarian service in many fields and national distinction in that in which he has spent almost his entire life commend him for the L.H.D. degree.

Dr. Thurman D. Kitchin, president, expressing his personal view, has stated: "I know of no man that has rendered finer service than has Dr. Goodwin and we feel that the College honored itself in honoring Dr. Goodwin."

Honorary Degree for Helen Keller.—The conferring of an honorary degree by the University of Glasgow upon Miss Helen Keller, in recognition of her attainments, was an event of world-wide interest this year. The following account, appearing in *Ephphatha,* for July-September, a church quarterly magazine for the deaf of the United Kingdom, gives a picture of the colorful ceremony:

Commemoration Day at the University of Glasgow was particularly interesting this year in that the Honorary Degree of Doctor of Laws (LL.D) was conferred upon Miss Helen Keller, the blind and deaf American authoress, who "by virtue of her own indomitable will overcame and emerged from the darkness and silence to find fame as an author."

Throughout the whole of the proceedings (we read in the *Glasgow Herald*) Miss Anne Sullivan, her teacher and friend, kept her informed of all that was going on. Hand touching was the method of interpretation employed, and it was obvious that Miss Keller was triumphing over the "silence and the darkness." Unlike the other honorary graduands she did not pass to the rostrum when her name was announced. Miss Keller, guided by Dr. John Kerr Love and Miss Sullivan, advanced to the front of the reserved area near the mace, where she stood as the Dean of the Faculty of Law related her accomplishments and the manner in which she had overcome her disabilities "by virtue of her own indomitable will." He also paid a graceful tribute to Miss Sullivan.

Principal Rait descended from the rostrum to confer the degree on Miss Keller, who received an ovation as the hood was placed in position and she was handed the parchment.

Dr. Helen Keller, in her speech, paid a touching tribute to her friend and teacher, who had made her performance possible, and said "this is a happy chapter in the history of the handicapped, for it embraces them as co-workers in the world of living men and women."

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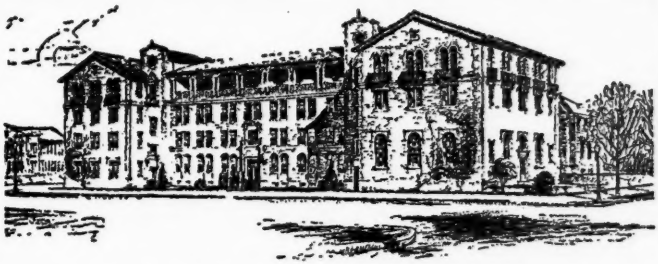

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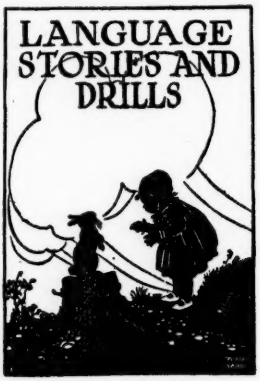

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